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SPEECH ACTIVITIES

Vol. IX AUTUMN, 1953 No. 3

DENVER UNIVERSITY — HOST TO THE NATIONAL FORENSIC LEAGUE

SHALL COMMUNISM BE TAUGHT IN THE PUBLIC SCHOOLS?

NATIONAL STUDENT CONGRESS ANSWERS ON PAGE 54

High School Contest

Recognizing that speech is an essential medium of communication in a democracy and that competition is an indefatigable and irreplacable influence in human activity, it is the purpose of SPEECH ACTIVITIES, in conducting its contest, to stimulate high school students to a greater degree of proficiency not only in speech, but in the related areas of their general education. It is for this reason that the contest has been designed as an analysis of the season's debate question. The contest, in a sense, is a final examination. It asks the question — What have you learned from studying both sides of this controversial subject?

The contest emphasizes the need for analytical ability on the part of the speaker, whether he be a debater or participant in discussion. If he has developed an adequate understanding of the principles of debate, it should be possible for him to select the arguments of importance, whether they be pro or con, relate them to each other, and set forth a reasonable evaluation of the subject. It is this ability, secured through careful training in debate and discussion, that will provide a guarantee of future leaders in business, the professions, and politics who will demand, in their consideration of any issue, precise investigation, accurate reasoning, and a fair presentation of all points of view.

In the accomplishment of this goal, SPEECH ACTIVITIES believes that no opportunity for the introduction of students to the speech arts should be lost and that effort should be extended to assure that the highest level of quality should be achieved by each student. SPEECH ACTIVITIES believes that the work of Jonathan M. Beck, to be published in the December issue is an excellent example of the fine work being done by students under competent instructors in all parts of the country.

Speech Activities

Sincerely Congratulates the Winners of its first Speech Contest—

First Prize $50.00

JONATHAN M. BECK

Senior at J. W. Sexton High School
Lansing, Michigan

Second Prize $30.00

JO ANN LA CASSE

Senior at Prosser High School
Prosser, Washington

Third Prize $20.00

ERIK HANSEN

Junior at Hillsboro Union High School
Hillsboro, Oregon

SPEECH ACTIVITIES expresses its appreciation to all students who entered the competition, to their Advisors and Speech Instructors and to the Judges, Paul S. Smith, President, Whittier College; Norman Freestone, Department of Speech, Occidental College; and E. R. Nichols, Jr., Department of Speech, Whittier College.

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SPEECH ACTIVITIES

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AUTUMN, 1953

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VOLUME IX

No. 3

The National Forensic League National Speech Tournament

J. Edmund Mayer
National Vice-President,
Alhambra, California

A reserved seat at the National Speech Tournament can be as exciting as a baseball game in Yankee Stadium or a New Year's contest in the Rose Bowl. If you are skeptical, let me report that the main floor and the balcony of the Theatre at Denver University, the tournament headquarters was as crowded as a can of sardines. Hundreds stood in the aisles and hallways. Many of the spectators were turned away. The occasion included final contests and the presentation of awards of the Nineteenth Annual National High School Speech Tournament and the National Student Congress, held at Denver University, Denver, Colorado, June 16-19, 1953. The 235 contestants represented 130 NFL chapters from 32 states.

As the tournament closed on Friday evening the gallery roared intermittently its encouragement to the contestants. The finals were completed and the remaining event, the presentation of awards, began. Only the contest committee knew who had won. The results of the finals which had been going on all afternoon were closely guarded until this moment of highest tension.

The tables on the platform sagged under the weight of the trophies, $1,500.00 worth of awards to be presented to the finest high school speakers from coast to coast. The trophies were presented by Bruno E. Jacob, Secretary, National Forensic League; Roy Hofheinz, Mayor of Houston, Texas; several of the high school forensic coaches and the writer.

Awards were given to all finalists, semi-finalists, and quarter-finalists in the speech tournament and to all outstanding members of the National Student Congress.

The final results showed the winners were not clustered in certain areas, but widely distributed over the entire United States, a confirmation of the excellent speech training being given in all parts of the country. The finalists were from six states: Colorado, Oklahoma, California, Ohio, Texas, and Indiana. A further breakdown shows that 31 students representing 16 of the 32 states entered in the tournament were in the six final contests. The states of Oklahoma, Ohio, and Missouri had the most students in the finals. The list below indicates the states and the number of students each had in the finals:

State	Students	Type of Contest
Oklahoma	5	D; B; G; Dr
Ohio	4	O; R; G;
Missouri	4	G; R; Dr
Texas	3	R; B
South Dakota	3	Dr. B
Colorado	2	D
California	1	G
Indiana	1	Dr
Montana	1	O
New Hampshire	1	R
Nebraska	1	R
Oregon	1	Dr
South Carolina	1	Dr
Tennessee	1	R
Wisconsin	1	O
New York	1	B

D — Debate; B — Boys Extemp; G—Girls Extemp; R—Radio; Dr—Dramatics; O—Original Oratory.

Congratulations to all who had the privilege and opportunity to participate in the Nationals. To you Coaches—keep up the good work. Your efforts are appreciated. To you Students — Win or lose your hard work, your increased knowledge and ability to speak can never be lost.

The National Student Congress—

To find another group of young people more sincere and more precise in their thinking than the thirty-three senators and the forty-two representatives who assembled in Denver would be difficult. Their agenda included twenty bills and resolutions — all of them dealing with important national problems.

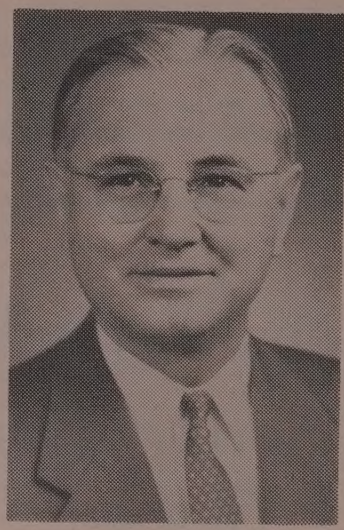
It is significant that seven out of the twenty bills proposed amendments to the federal Constitution. Does this suggest that the Constitution is dated? Do our times call for revision of the document? This is an important item for consideration, but more significant is the fact that our high schools are inspiring students with the inclination and providing them with the knowledge to discuss such questions. Here are the seven changes they asked for:

1. That representatives be appointed according to their respective numbers.
2. The removal of senatorial immunity.
3. Provision for limitations on the amount that can be collected in revenue from individuals or corporations.
4. That the President be provided with emergency powers.
5. To provide presidential power to veto portions of bills passed by Congress.
6. That Congress should have the sole power to negotiate treaties and other international agreements.
7. That each state shall hold a presidential preference primary.

Other bills dealt with such problems as:

1. Loyalty oaths.
2. Repeal of the McCarran Immigration Law.
3. Statehood for Alaska and Hawaii.
4. Federal aid to education.
5. Declaration of war on communist China.
6. Tidelands oil.
7. Uniform marriage and divorce laws.
8. Teaching of communism in the public schools.

Time not permitting discussion of all these bills, some were passed,



J. Edmund Mayer
National Vice-President

others remained on the calendar, and some, including House bill No. 1, "To provide for the teaching of communism in all public schools," were vetoed.

In addition to good discussion and very able leadership, two events highlighted the Student Congress. The message to the joint session by Dan Thornton, Governor of Colorado and the message by J. Edmund Mayer, Acting President of the National Student Congress, vetoing House bill No. 1.

The Governor's message was warmly and graciously received by the members of the congress. He brought a message of hope and cheer. In brief, he said: "We must talk and live a message of hope. Today there are more opportunities than ever before, especially for young people. It is urgent that young and strong minds dedicate themselves to good government. The country needs you and you need this country. Keep it strong."

The people of Colorado also like the "cowboy" governor who lives close to them. The July 13, 1953 issue of Life magazine presents him in a colorful atmosphere. It emphasizes his gently and warm hearted character. The governor is speaking of himself when he says:

"When I was elected state senator and later governor, I brought with me to the State House my ten gallon hat, my pipe, and my boots. These things, I figured, were as much a part of me as my personal political convictions.

"For although Colorado is known as the mile-high-state, my philosophy of government is a down-to-earth one. I was born close to the soil and having always lived in close touch with nature, I naturally lean toward a government that is close to the people.

"When individuals are bound together in the common enjoyment of the elements of nature, there is no force on earth that can remove them from one another."

Representative Bob Halloran of Alhambra, California, offered the opening prayer for the joint session of the Congress. Impressive in its own right, it was mentioned several times by the governor in his address to the session.

SHALL COMMUNISM BE TAUGHT IN THE PUBLIC SCHOOLS?

"It is better to meet a communist in the classroom than on the battlefield." This compelling quotation from the commander of a local American Legion unit, sparked the imagination and generated the word power which the advocates of House bill No. 1 used to support on the House floor the resolution, "To have the theory and practice of communism thoroughly explained in all public high schools."

The bill was introduced by Representative John Hardie of Modesto High School, Modesto, California. Its purpose, as expressed in the full text of the resolution appearing below, was to make it possible to combat communism more effectively by acquainting students with the blunt facts that underly the doctrine of communism in actual practice. It was argued by proponents of the measure, "That only by knowing our enemy can we defeat him." Many of the students desired that the theory and practice of communism be taught in high school classes which deal primarily with

—Shall Communism Be Taught?

American goernment. Such a practice, they argued, would hold up the tainted theory and practice of communism to the intense rays of wisdom set forth by the founding fathers, Jefferson, Madison, Hamilton, Jay, Hancock, Franklin, Washington and the many others whose driving belief in our new nation provided us with our Declaration of Independence and our Constitution.

No other method, they felt, could be so conclusive to young minds as to show in comparison these two rival forces, one working for liberty, justice, and prosperity for all, the other, communism, accomplishing a state of degradation for the individual, powered by a secret police and fenced by a curtain designed to prevent its people from knowing the truth about democracy in the United States.

Would it not be better, they argued, if the contrast is so great between these systems, to let the youth of the nation become acquainted with it in school? The alternative is for youth to pick up its information about communism on a "catch as catch can" basis. It is under these circumstances that the tubtle agents of tyranny are able to supply the catch phrases, the starlighted illusions which draw the uninformed into the cells which promise a classless society and fulfill only the destructive intent of the traitor. The argument culminated in the concept that the best defense against communism is an enlightened American youth.

Under the force of these arguments, House bill No. 1, providing for instruction in communism in the public schools, was passed. As a result of the action of both houses, the bill went over to the President of the Congress, J. Edmund Mayer, instructor and debate coach of Alhambra High School, Alhambra, California.

After due consideration, he returned the bill to the Congress accompanied by the veto message published below. It was the view of Mr. Mayer that the issue involved was not whether we look upon communism with approval or disapproval. It had been rigidly confirmed by all participants in the debate, whether pro or con, that communism is a threat to the democratic life of this nation. The issue, therefore, was can we best meet this threat by introducing a new method of instruction concerning communism into our public schools?

To this question the President of the Congress answered with a decisive "No!" The most emphatic reason in support of his contention was that such instruction was unnecessary. This was demonstrated, he pointed out, by the overwhelming consensus of the students present that communism was diametrically opposed to the ideals of democracy. If this group of students, drawn from representative high schoolis across the land, had gained this understanding, then it was an excellent indication that our secondary schools were doing a first rate job already. He could only conclude that on the face of the evidence the resolution was unnecessary.

Second, he stated that such a proposal, appearing to introduce into the schools a foreign and destructive doctrine might be misunderstood in various quarters. Certain individuals and groups interested in fulminating discord and discontent over the public school curriculum might deliberately misrepresent the resolution. He stated that he could visualize headlines which might make the proponents of the bill most embarrassed and uncomfortable, such as—"HIGH SCHOOL STUDENTS ADVOCATE TEACHING COMMUNISM." What if such a headline appeared next to this?—"G I's DIE ON KOREA'S HEARTBREAK RIDGE."

The third and final argument suggested that the lack of maturity of many high school students in combination with the fact that many high school teachers were not adequately prepared to teach such a class would possibly result in an outcome less favorable to democratic principles and more favorable

(Turn to Page 57)

Mayor Hofheinz (left), of Houston, Texas, who presented trophies and Dr. Earl E. Bradley, Denver University, host.

In The House Of Representatives Of The National Student Congress

A RESOLUTION

By John Hardie, of Modesto, California

(A similar resolution was introduced into the Senate by LaNell Bryson, from Merced, California)

To have the theory and practice of Communism thoroughly explained in all public high schools.

1. Whereas: One of the best ways to overcome an enemy is to understand him and his beliefs,
2. Whereas: The schools today do not thoroughly explain the theory and practice of Communism,
3. Whereas: Communism and its doctrines are a threat to our country, and
4. Whereas: To have a thorough understanding of the basic principles of our own government, one should have a firm grasp of opposing beliefs;

BE IT THEREFORE RESOLVED THAT

5. It be recommended to all state and local boards of education
6. that a thorough explanation of the theory and practice of
7. Communism (and all other major political philosophies)
8. be made compulsory in the study of American Government in the
9. secondary schools. (And that a Federal Grant in aid equal
10. to the expense of teaching a course shall be given to every
11. school complying to this resolution.)

Note: The lines in parenthesis indicate amendments to the original bill or resolution.

To the members of the Senate and House assembled in legislative session in Denver University, June 16-19, 1953.

A Veto message to House Bill No. 1 passed by the Senate and House assembled.

A Veto Message To House Bill No. 1 . . .

TITLE:

To have the theory and practice of Communism thoroughly explained in all public schools.

VETO MESSAGE

I appreciate the enthusiasm of youth, your sense of fair play, and your desire to do what is right; furthermore I have a great respect for the mental maturity of the Senators and Representatives assembled here, but how would this bill affect the millions who do not have the capacity to weigh such a heavy problem with all of its consequences?

How would you like to see the newspaper headlines screaming: "The National Student Congress assembled is advocating the teaching of Communism", and then play up beside it, the fact that thousands of our boys are dying in Korean battlefields trying to stop Communism. This would be pretty hard to explain.

Furthermore, have we capable teachers who are well enough informed to give us an accurate picture of what Communism is? Or would you import them?

Would this not also open the door for some of our teachers who possibly have a leaning, and our left wingers to grasp this opportunity to glorify Communism? Would we not be giving them a signed blank check and endorsing what they always have wanted to do? I am afraid a great deal of damage could be done.

Our high schools are now doing all that is needed along this line, and anyone who wants more information may obtain it at the library.

I wonder if our schools are doing all they should do to acquaint us with the roots of our own culture. The only "ism" that should be stressed is Americanism and the other "isms" should wait until we have reached a greater mental maturation. Possibly a college level if we must teach it at all.

This teaching of Communism in High Schools could lead to a great deal of confusion in the minds of many high school students. Let's not crowd their minds too much. Let them get thoroughly acquainted with our system and they will immediately detect any other false system of philosophy.

Furthermore, why single this subject out for federal aid? All education is important and has national significance. If we need federal aid let us get federal aid for all of the subjects.

If this bill is passed — in my judgment it will impair the future destiny of the National Forensic League and the Student Congress. It will endanger the very existence of N. F. L.

I therefore urge, for the above reasons, that you do not pass this bill over my veto.

Sincerely,

J. EDMUND MAYER,
President of National Congress.

(Continued from Page 55)

to communism than was the intention of the bill. This, in turn, might provide an opening for the small but aggressive minority of fellow travellers to gain a foothold in the schools and fill the course with subtle propaganda designed to stimulate subversive activity.

With these arguments, the President of the Congress turned the bill back to the students. It was their privilege to pass it over his veto if they so desired. For the next four hours the halls vibrated with oratory. Webster, Burke, Cicero, and Desmosthenes would have been proud to have heard the speeches delivered by the young, level-headed, but blunt and resolved students. In the heat of the argument the facts were sometimes faulty, the logic was not always pure, but the enthusiasm, the sincere desire of the students not to be thwarted in achieving what they believed to be right were unrivalled anywhere.

When the storm was over and the echo of the last vociferous pled had died away, both houses voted. The question was: "Shall this body sustain the President's veto?" The next five minutes passed with the ponderous, imperceptible movement of a glacier. The atmosphere was tense. The roll call proceeded in its rhythmic clock-like measure. It was a time of suspense in which a shrill scream sounding the proper vibrations could shatter a sheer wall of glacial ice and bring down an avalanche. But the discordant note was not sounded. Both houses sustained the President's veto.

More than anything else, this demonstration of the realistic, level-headed approach to a volatile public question by high school students trained in forensics is a tremendous tribute to the fine quality of high school instruction both by teachers of the speech arts and their colleagues in other departments. Congratulations to Senators and Representatives alike for their excellent display of judgment in bringing to a harmonious close the controversy over this problem.

NATIONAL STUDENT CONGRESS

Senators

Bob Akiyama, Pueblo-Cen., Colo.
Clara Armstrong, Neshville-E. Tenn
Donald Barnes, Sedalia, Mo.
Todd Bender, Jackson HS, Ohio
LaNell Bryson, Merced, Calif.
Carole Chitwood, Nash-Hillsb., Tenn.
Janet Clayton, Georgetown, Ky.
Bill Copp, Howe Mil. School, Ind.
Dan Costley, Okla. City-Cass., Okla.
Pat Curran, Oskaloosa, Iowa
LeRoy Ellison, Casper, Wyo.
James Erwin, Kenosha, Wis.
Don Fleeman, Sarasota, Fla.
Nancy Hughes, Beattyville, Ky.
Richard Johnson, Mpls.-Henry, Minn.
Betty Langer, South River, N. J.
John Lewis, Blairstown, N. J.
William Metzger, Canton-Lehman, O.
David Mitten, Stow, Ohio
Peter Parker, Shrewsbury, Mass.
Barbara Pfaffffenschlager, St. Agnes, College Point, N. Y.
Stuart Pollak, San F.-Lowell HS, Cal.
Larry Popofsky, Oskaloosa, Iowa
John Robertson, Cathedral Latin, O.
Thomas Rutledge, Greensburg, Pa.
Thomas Schuchert, St. Vincents, Pa.
Franklin Sharp, Elizabethton, Tenn.
Richard Tillman, Mpls.-North, Minn.
Arthur Vance, Dallas-Adamson, Tex.
Max vonErdmannsdorff, N. KC, Mo.
David Williams, Logan, Utah
Don Williams, Lawton, Okla.
Harry Williams, Shrewsbury, Mass.

Representatives

Howard Bleichner, St. Basil, Pitts.
Mary Ann Bonifas, Prosser, Wash.
Bob Branom, Normandy, Mo.
Charles Buckalew, Peru, Ind.
Bill Candler, Dallas-Hillcrest, Texas
Jim Chorak, Pueblo-Central, Colo.
Roderick Davis, Elizabethton, Tenn.
Robert deSantis, Red Bank Cath., NJ
Dolores Dooley, Dominican Comm. HS, Jamaica, New York
Elling Eide, Sarasota, Fla.
Carole Flynn, Shrewsbury, Mass.
Joe Giulitto, Ravenna, Ohio
Janice Haffner, South River, N. J.
Larry Haile, Dallas-Hillcrest, Tex.
Bob Halloran, Alhambra, Calif.
John Hardie, Modesto, Calif.
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Rita Holderbaum, Massillon, Ohio
Jeanette Hughes, Beattyville, Ky.
Lawrence Lujan, St. Ignatius HS, San Francisco, Calif.
Jim Kincaid, No. Kansas City, Mo.
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James Lingenfelter, Peru, Ind.
Ronald McCreery, McKeesport, Pa.
Edwin Megargee, Blair Academy, Blairsville, N. J.
Harold Messenger, Classen HS, Okla.
Richard Morrow, Houston-Reag., Tex.
Joe Mortensen, Cheyenne, Wyo.
Martha Orr, McKeesport, Pa.
James Osterhus, Mpls.-North, Minn.
Richard Perkins, California, Pa.
Mary Nell Ryan, St. Agnes HS, St. P.
Joe Scobey, Nashville-Central, Tenn.
Stanley Siefried, Orrville, Ohio
Leonard Simon, Blair Academy., N.J.
Neal Stanton, Cath. HS, Cleveland, O.
Steve Stepanian, Charleroi, Pa.
Merle Stewart, Fairfield, Iowa
Stuart Summit, Canton-McKinley, O.
Arthur Tritsch, West View, Pa.
Dominic Tirabassi, Kenosha, Wis.
Ted Werning, Youngstown-Rayen, O.
Donald Whittum, Laconia, N. H.

Acting President: J. Edmund Mayer, Alhambra, California
Senate Supervisor: Helen G. Malseed, McKeesport, Pa.
House Supervisor: David Howland, Youngstown-Rayen, Ohio

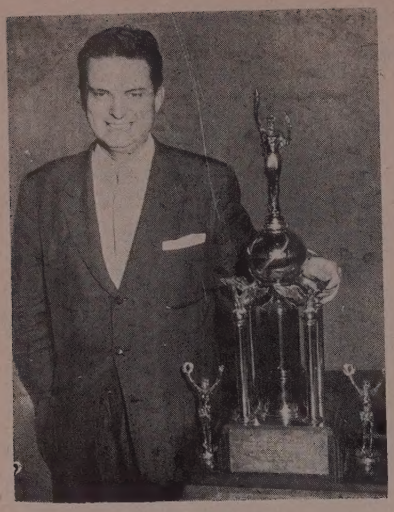
THURSDAY NIGHT BANQUET

Toasts played an important part at the Banquet of N. F. L. Bob Halloran of Alhambra High School, Calif., offered a beautiful toast to the young ladies present and Patsy Heard from Houston-LaMar, Texas, gave an equally good toast to the boys. Coach John Davis from Kenosha, Wisconsin, paid an extraordinarily fine tribute to the host. Dr. E. E. Bradley, Director of Forensics and Acting Head of the Speech Department, Denver University, most graciously accepted the gift, and made an excellent response.

Dr. Wayne C. Eubank, University of New Mexico, head of the Speech Department, gave the main address, "The power of an Idea". I can only say it was most enlightening, inspiring, and most enthusiastically received. Thank you, Dr. Eubank, for your message.

A high moment of the evening was the response made by Mayor Roy Hofheinz, of Houston, Texas, when he was presented with a National Honorary Membership. The main burden of his talk was: "A story needs to be Told". By the story he meant to let the public know the good the N. F. L. is doing in training young people for American leadership. As Mayor of Houston, Texas, he took a week of his important time to observe the workings and doings of the N. F. L. He was so favorably impressed that he and some of his colleagues have made a substantial financial contribution to the financing of the organization. The N. F. L. is now in a

(Turn to Page 58)



Roy Hofheinz,
Mayor of Houston, Texas

(Continued from Page 57)
position where it can move forward, and plan bigger and better things. A new day is beginning for N. F. L.! Due to these contributions, the N. F. L. was incorporated at the Denver Convention. By becoming incorporated no change was made in our present constitution, rules and regulations. It simply gives us the status of a legal entity, thereby relieving individual members of personal responsibility for the acts of the league or its officers and allowing our benefactors to list their donations to NFL as contributions to a non-profit educational organization when they make their state or federal income tax reports. The NFL became incorporated June 17, 1953 at the Denver Convention.

TROPH YDONORS

A great many of the larger trophies were donated by the following persons and organizations:

Tau Kappa Alpha Participation Award—Tau Kappa Alpha national speech honor society.

Debate: Mr. L. G. Balfour, Attleboro, Massachusetts, Watches from the Gruen Watch Company.

Extemp: Watches from the Elgin National Watch Company.

Oratory: Watch from the Hamilton Watch Co.

Student Congress: Watches from the Benrus Watch Company.

Dramatic Reading: Southern California Trophy Company, Los Angeles, California.

All other awards: Anonymous citizen of Houston, Texas.

Awards——

THE WHITE HOUSE
Washington

June 9, 1953

Dear Senator Mundt:

Please extend my congratulations to the outstanding young Americans who will be participating in the National Student Congress at the University of Denver on June fifteenth. While taking part in this program sponsored by the National Forensic League of which you are President, they will, I am sure, learn many lessons of value to them as they more actively assume the responsibilities of American citizenship.

My very best wishes go to you and to all those attending this annual meeting.

Sincerely,

DWIGHT D. EISENHOWER
(Signed)

The Honorable Karl E. Mundt
President,
National Forensic League,
University of Denver,
Denver, Colorado.

Other letters were also read, one from the President of the N. F. L., the Honorable Karl E. Mundt, and Dr. Elwood Murry, expressing their regret for not being able to be present.

THE N. F. L. AND TOURNAMENT OFFICIALS

Executive Council

Honorable Karl E. Mundt, President, Madison, South Dakota
J. Edmund Mayer, Vice-President, Alhambra, California
Bruno E. Jacob, Secretary, Ripon, Wisconsin
Superintendent L. J. Smith, Director, Massillon, Ohio
Principal R. S. Cartwright, Director, Elgin, Illinois
E. J. Diller, Director, Chaney High School, Youngstown, Ohio
Helen G. Malseed, Director, McKeesport, Pennsylvania

GREATEST NUMBER OF CONTESTANTS
Lamar High School, Houston, Texas
From left: Graham Campbell, Rex Martin, Mr. Floyd Dougherty, Patsy Heard, Jim Bernhard, Harrison Wagner, Roy Hofheinz, Jr.

New Trophies Awarded This Year

This year three new trophies were awarded, which in all possibilities will be made annual awards. We hope they will be stimulating and beneficial.

1. For greatest number of contestants at National Houston-Lamar, Texas brought the greatest number of students to the national this year. They qualified six students: Graham Campbell, Rex Martin, Roy Hofheinz, Patsy Heard, Jim Burnhard, and Harrison Wagner. They were entered in debate, oratory, Radio, and extemp. Floyd M. Dougherty is the coach.

2. Most Outstanding Coach of the year. Floyd M. Dougherty, Coach of Houston-Lamar High School was chosen as the most outstanding coach of the year. To qualify six students for the national is no small task. Congratulation to you Floyd. A beautiful trophy was awarded to him.

3. Greatest Participation Trophy.

For the first time we gave a greatest participation trophy. This trophy is won by participating in the greatest number of rounds. For each round of participation one point is earned, except for debate you earn two. Sioux Falls, South Dakota won this trophy. They earned 29 points. They had five students in the nationals: Bill Zabel, Bruce Bringold, Jim Ward, Jerry Border, and Miss Diane Stoakes. They participated in debate, extemp., and original oratory. Mr. Dean Berkley is the coach.

Student Congress Awards

The awards in the House and the Senate were identical. During the 4-day session three presiding officers were elected. And at the close of the session the Senate and the House elected three outstanding and three superior speakers, plus the most valuable speaker.

SENATE

Presiding Officers:
Don Williams—Lawton, Okla.
La Nelle Bryson—Merced, Calif.
Tom Schubert—St. Vincent, Pa.
Awards: Each one received a gavel.

Outstanding Speakers:
Dan Costly—Okla. City-Classen.
Wm. Metzger—Canton, Lehman, O.
Franklin Sharp—Elizabethton, Tenn
Awards: Silver Pen and Pencil set.

Superior Speakers:
Clara Armstrong—Nashville, Tenn.
Tom Rutledge—Greensburg, Pa.

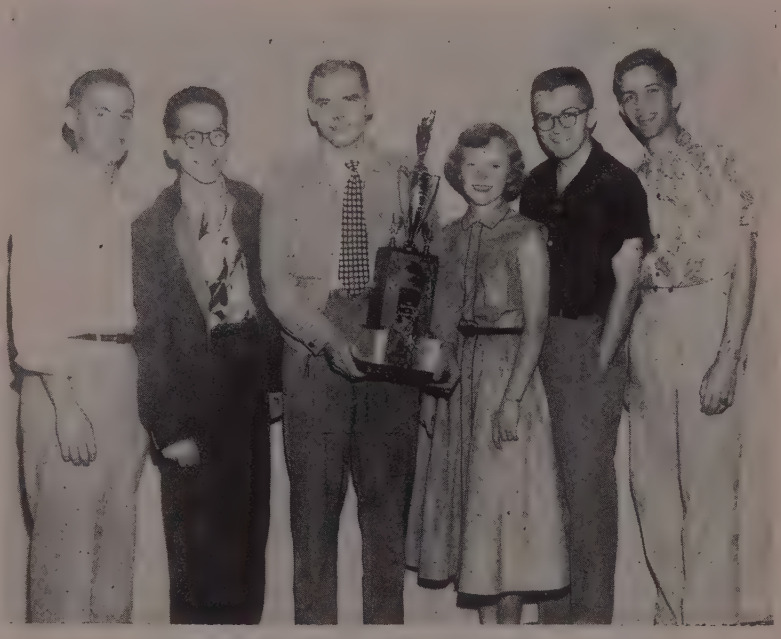
(Turn to Page 60)

Tournament Officials

Director: Bruno E. Jacob, Executive Secretary, Ripon, Wis.
Public Relations: J. Edmund Mayer, Vice-President, Alhambra, Calif
Judges: John M. Martin, Dayton-Oakwood, Ohio
Assignments: James F. Hawker, Peru, Indiana
Results: R. J. Happe, South St. Paul, Minnesota
Office Manager: Richard L. Jacob, Stanford University, Calif.
Contest Chairman: Albert E. James, Longmont, Colorado
Extemp Drawing: Mrs. Ruth P. Estes, Laconia, N. H.
Extemp Supervision: Leslie D. Schreiver, Charleroi, Pa.
Radio Contest: Elizabeth Perkins, Merced, California
Dramatic Contest: Margaret Meredith, Independence, Mo.

University of Denver Committee

General Chairman: Earl E. Bradley, Acting Director of the School of Speech
Judges: Keith Case, George Vardaman, Walter Murrish
Rooms: Bill Kenworthy and Bill Corbin
Banqlet: Johnnye Akin



GREATEST PARTICIPATION
Sioux Falls High School, Sioux Falls, South Dakota.
From left: Bruce Bringgold, William Zabel, Mr. Dean Berkley, Dianne Stoakes, James Ward, Gerald Borden.

Denver University a Good Host

Denver University was a good host. A great many of the contestants expressed the feeling: "My I wish I could stay longer". As a result many of them rented cabins in the high Rockies for a number of weeks.

The following resolution was adopted unanimously at the last meeting:

Whereas: The University of Denver has been a gracious host,
Whereas: The State of Colorado has been most beautiful,
Whereas: The finest students and coaches have gathered together for many "ups and downs",
Whereas: The weather has been most unusual,
Whereas: The housing has been wonderful in spite of the rules,
Whereas: Texas has now recognized us as part of her official family;

Be it resolved that the National Forensic League National Speech Tournament and National Student Congress held at the University of Denver in June, 1953 has been a great success:

MRS. MARGERET ROBERGE
Miami Beach Senior High School
Miami Beach, Florida.
Signed:

(Continued from Page 59)
Peter Parker—Shrewsbury, Mass.
Awards: Gold Pen and Pencil set.
Most Valuable Member:
Dan Costly—Okla. City-Classen.
Award—Gold wrist watch.
HOUSE OF REPRESENTATIVES
Presiding Officers:
Ronald McCreary—McKeesport HS, Pennsylvania.
Jim Chorah, Central HS, Pueblo Colo
Joe Guiletto—Ravenna HS, Pa.
Awards—Gavel to each one.
Superior Speakers:
Bob Halloran—Alhambra, Calif.
Joe Scobey—Nashville-Central, Tenn
Don Hickman—Lawton, Okla.
Awards—Silver Pen and Pencil set.
Outstanding Speakers:
Jim Kincaid—No. Kansas City, Mo.
Joe Guiletto—Ravenna, Ohio.
Harold Messenger, Okla. City-Class.
Awards—Golden Pen and Pencil set.
Most Valuable Member:
Jim Kincaid, No. Kansas City, Mo.
Award—Gold wrist watch.

David Howland, Debate Coach at Youngstown, Ohio, did a splendid job as counselor for the House of Representatives. Helen G. Malseed, Debate Coach at McKeesport, Pa., provided the same fine service as counselor for the Senate.

RESULTS OF CONTESTS

1. DRAMATIC
FINAL CONTEST

		Final Judges					Score
1	N. Thrush, Ind.	3	4	2	1	1	11
2	G.Overmyer, Okla.	5	1	3	2	2	13
3	J. Gardner, Mo.	2	2	5	3	4	16
4	L. Owens, Oreg.	1	5	1	4	5	16
5	G. Schultz, S.D.	4	3	4	5	3	19
6	S. Cuttino, S.C.,	5	5	5	5	5	25
7	D. Stoakes, S.D.	5	5	5	5	5	25

Contestants Entered

Judy Hubbard, Modesto, Cal.
Patsy Ann Clark, Coral Gables, Fla.
Nancy Thrush, Peru, Indiana
Harriet Mayfield, Beattyville, Ky.
James Dundon, Paris, Ky.
Jane Antoun, Shrewsbury, Mass.
Jan Gardner, Independence, Mo.
Warren Zweiback, Omaha-Central, Nebr.
Carle Johnson, Laconia, New. Hamp.
Barbara Thompson, Morristown, N. J.
Genell Overmyer, Muskogee, Okla.
George Matter, Salem, Oregon
Louise Owens, Salem, Oregon
Sarah Cuttino, Sumter Edmunds, S. C.
Gary Schultz, Mitchell, S. D.
Diane Stoakes, Sioux Falls, S. D.
David Galloway, Memphis-Messick, Tenn.
Rosalind Allen, Nashville-Hillsboro, Tenn.
Larry Martin, Dallas-Adamson, Texas
Susan Wakefield, Burlington, Vt.
Ann Hurd, Prossor, Wash.
Jo Ann LaCasse, Prossor, Wash.

2. RADIO

Contestants Entered

Leroy Thomas Howe, Coral Gables, Fla.
Suzanne Goldberg, Miami Senior, Fla.
Edward Nolan, Tarpon Springs, Fla.
Alan Grinnell, Terre Haute-Wiley, Ind.
Jeannine Pettit, Oskaloosa, Iowa
Jim Grier, Ottumwa, Iowa
Norman Sigel, Ottumwa, Iowa
Helen Cole, Greenway HS, Minn.
Karlyn Kohrs, Willmar, Minn.
Douglas Hagan, Independence, Mo.
Arthur Hastings, Neosho, Mo.
DeWayne Ganow, Hastings, Nebr.
Charles McManigal, Hastings, Nebr.
Kenneth Siekman, Hastings, Nebr.
Mary Johnson, Norfolk, Nebr.
Dick Felman, Omaha-Central, Nebr.
Philip Ritterbush, Laconia, New Hamp.
Sidney Wolinski, Trenton-Central, N. J.
Charles Williams, Marysville, Ohio
Aida Aronoff, Middletown, Ohio
Bruce Bringgold, Sioux Falls, S. D.
Carolyn Pruette, Memphis-Messick, Tenn.
Glyndon Shaver, Nashville-Central, Tenn.
Carl Stem, Nashville-Central, Tenn.
Jim Bernhard, Houston-Lamar, Texas
Graham Campbell, Houston-Lamar, Texas
Richard Clark, Cheyenne, Wyoming

FINAL CONTEST

		Final Judges					Score
1	J. Bernhard, Texas	1	1	1	1	1	5
2	G. Campbell, Tex.	2	3	2	2	3	12
3	A. Aronoff, Ohio	3	2	3	5	5	18
4	D. Hagan, Mo.	5	4	4	3	4	20
5	M. Johnson, Nebr.	4	5	5	4	2	20
6	P. Ritterbush, NH,	5	5	5	5	5	25
7	G. Shaver, Tenn.	5	5	5	5	5	25

Winner — Dramatic
Nancy Thrush

3. ORIGINAL ORATORY
NATIONAL CHAMPIONS
PAST WINNERS

1931 Howard Wilson, Granite City, Ill.
1932 Harold Livingston, Peoria,Woodruff, Ill.
1933 Gene Davis, Cicero, Illinois
1934 Harvey Schauffler, Glassport, Pa.
1935 Eleanor Kincaid, Joplin, Mo.
1936 David Cook, Oklahoma City-Central, Okla.
1937 Howard Grossman, Minneapolis-West, Minn.

Winner — Radio
Jim Bernhard

1938 Robert Hine, Beverly Hills, Calif.
1939 John McCulloch, Wooster, Ohio
1940 Kathleen Lawyer, Freeport, Ill.
1941 John Forester, DuQuoin, Ill.
1946 Frank VandeVelder, Jacksonville-Jackfflson, Fla.
1947 Barbara Ann Frank, Longmont, Colo.
1948 Lloyd Ogilvie, Kenosha, Wis.
1949 Mark Gibson, Denver-East, Colo.
1950 Grant Barnes, San Francisco-Lowell, Calif.
1951 Frank Dale, Santa Rosa, Calif.
1952 Andy McCullom, Okla. City-Northeast, Okla.

Contestants Entered

Tom Jennett, Bellarmine Prep, Cal.
Jack Sheehy, Bellarmine Prep, Cal.
Maxine Karpman, Beverly Hills, Cal.
Parviz Morewedge, Hollywood HS, Cal.
Judy Hubbard, Modesto, Cal.
John Coleman, St. Ignatius HS, Cal.
Kay Stalcup, Denver-East, Colo.
Jim Ault, Denver-West, Colo.
Joyce Koumjian, Miami-Jackson, Fla.
Margaret McCormack, Peru, Ind.
Nancy Thrush, Peru, Ind.
Barbara Benz, Oskaloosa, Iowa
Jeannine Pettit, Oskaloosa, Iowa
Norman Sigel, Ottumwa, Iowa
Rebecca Farmer, Beattyville, Ky.
Harriet Mayfield, Beattyville, Ky.
Helen Cole, Greenway HS, Minn.

Winner — Oratory
Carl Oglesby

John Arrowood, South St. Paul, Minn.
Marjory Malo, South St. Paul, Minn.
Margaret Farley, St. Cloud Cathedral, Minn.
Ellodean Phillips, Jackson, Mo.
Arthur Hastings, Neosho, Mo.
Kay Hine, Springfield, Mo.
Jerry Rutan, Great Falls, Mont.
Charles Huber, Lewistown-St. Leo's, Mont.
Charles McManigal, Hastings, Nebr.
Warren Zweiback, Omaha Central, Nebr.
Patricia Thompson, Dover, New Hamp.
Carle Johnson, Laconia, New Hamp.
Martin Cowan, Morristown, N. J.
Barbara Thompson, Morristown, N. J.
John Charlesworth, Cardinal Hayes HS, N. Y.
Peter Schmidt, Fordham Prep., N. Y.
Carl Oglesby, Revere HS, Bath, Ohio
Sallie Longstreth, Dayton-Oakwood, Ohio
Buddy Mills, Dayton-Oakwood, Ohio
Gwennie Mumma, Dayton-Oakwood, Ohio
Beverly Mickley, Massillon, Ohio
Aida Aronoff, Middletown, Ohio
Joyce Parr, Middletown, Ohio
Arthur Bartow, Cushing, Okla.
Diana Bankston, Muskogee, Okla.
Dian Shipp, Okla. City-Northeast, Okla.
Naomi Levine, Greensburg, Penn.
Gary Schultz, Mitchell, South Dakota
Jerry Borden, Sioux Falls, South Dakota
Johnie Bozman, Goodlettsville, Tenn.
Larry McGehee, Paris, Tenn.
Larry Martin, Dallas-Adamson, Texas
Milton Copeland, Wichita Falls, Texas
Marvin Martin, Kenosha, Wis.

FINAL CONTEST

1	C. Oglesby, Ohio	3	1	1	2	3	17
2	B. Mills, Ohio	4	2	3	4	4	27*
3	s. Huber, Mont.	1	4	4	1	1	27*
4	M. Martin, Wis.	2	3	2	3	2	29

* On re-rank second place went to Buddy Mills.

4. GIRLS' EXTEMPORE
FINAL CONTEST

		Final Judges					Score
1	M. Karpman, Cal.	1	3	2	1	1	18
2	L. Ferguson, Okla	2	4	1	4	5	24
3	D. Shaver, Ohio	5	5	3	3	3	28*
4	P. Dickey, Mo.	4	2	5	5	2	28*
5	K. Hine, Mo.	3	1	4	2	4	29

* On re-rank third place went to Diane Shaver.

Contestants Entered

Maxine Karpman, Beverly Hills, Cal.
Judy Hubbard, Modesto, Cal.
Kay Stalcup, Denver-East, Colo.
Karen Greenwood, Longmont, Colo.
Patsy Ann Clark, Coral Gables, Fla.
Suzanne Goldberg, Miami, Fla.
Alice Schindler, Blackfott, Idaho
Margaret McCormack, Peru, Ind.
Christine Cochran, Newton, Iowa
Beth Green, Newton, Iowa
Barbara Benz, Oskaloosa, Iowa
Jeannine Pettit, Oskaloosa, Iowa
Margaret Ann Hall, Beattyville, Ky.
Jane Antoun, Shrewsbury, Mass.
Marjory Malo, South St. Paul, Minn.
Joan Sevick, South St. Paul, Minn.
Margaret Farley, St. Cloud Cathedral, Minn.
Karlyn Kohrs, Willmar, Minn.
Pat Dickey, Independence, Mo.
Kay Hine, Springfield, Mo.
Mary Johnson, Norfolk, Nebr.
Patricia Thompson, Dover, New Hamp.
Mildred Nighswander, Laconia, New Hamp.
Margaret Robinson, St. Agnes, N. Y.
Sue Routsong, Dayton-Oakwood, Ohio
Sue Isch, Wooster, Ohio
Diane Shaver, Wyoming, Ohio
Loy Ferguson, Edmond, Okla.
Gennell Overmyer, Muskogee-Central, Okla.
Dian Shipp, Okla. City-Northeast, Okla.
Lonna Whittington, Wewoka, Okla.
Naomi Levine, Greensburg, Penn.
Patricia McCann, St. Xavier, Penn.
Diane Stoakes, Sioux Falls, S. D.
Sarah Cuttino, Sumter, South Carolina
Ruth Crockarell, Clarksville, Tenn.
Rosalind Allen, Nashville-Hillsboro, Tenn.
Carol Smith, Dallas-Adamson, Texas
Patsy Heard, Houston-Lamar, Texas
Ann Hurd, Prosser, Wash.
Rose Pribil, Grantsburg, Wis.
Mary Kay Giese, Menasha, Wis.
Carol Gonring, West Bend, Wis.
Kay Quinn, Casper, Wyo.

5. BOYS' EXTEMPORE
NATIONAL CHAMPIONS
PAST WINNERS

1931 Edward Manthie, West Bend, Wis.
1932 Parnell Mahoney, Sioux City-East, Iowa
1933 Robert Dunham, Sioux Falls, S. D.
1935 David Goldberg, Bakersfield, Calif.
1936 Dick Breen, Okla. City-Classen, Oklahoma
1937 Dwight Croessmann, Okla. City-Classen, Oklahoma
1939 Seymour Vinocur, Huntington Park, Calif.
1940 George Grover, Glendale, Calif.
1941 Melvin Milligan, Massillon, Ohio
1945 Bob Henderson, Ravenna, Ohio
1946 Joe Snider, Seminole, Okla.
1947 Walter Grosjean, Wooster, Ohio
1948 George Funk, Wooster, Ohio
1949 DeVier Pierson, Okla. City-Classen, Oklahoma
1950 Virginia Landwehr, Elgin, Ill.
1951 Dave Fortner, Los Angeles H. S., Calif.
1951 Marjorie Wright, Wooster, Ohio (Girls)
1952 Vic Jackson, Edmond, Okla.
1952 Jenonne Walker, Purcell, Okla. (Girls)

Contestants Entered

Warren Sanders, Alhambra, Calif.
Jack Sheehy, Bellarmine Prep., Calif.
Bruce Davie, Los Angeles HS, Calif.
Jerry Perry, Los Angeles HS, Calif.
John Coleman, St. Ignatius HS, Calif.
Don Clifford, Denver-East, Colo.
Vernon Porter, Pueblo-Centennial, Colo.
Ronald Werner, Pueblo-Centennial, Colo.
Leroy Thomas Howe, Coral Gables, Fla.
Robert Graham, Miami, Fla.
Edward Nolan, Tarpon Springs, Fla.
Lloyd Jensen, Blackfoot, Idaho

Winner — Extempore
Maxine Karpman

Roger De Mordaunt, Blackfoot, Idaho
Carl Lilliequist, Hammond, Ind.
Jerry Tankel, Hammond, Ind.
Billy Snyder, Georgetown, Ky.
Edwin Kirkpatrick, Paris, Ky.
Robert Becker, Minneapolis-Henry, Minn.
John Arrowood, South St. Paul, Minn.
Donald Maus, St. Cloud Cathedral, Minn.
Douglas Hogan, Independence, Mo.
Paul Start, Neosho, Mo.
Jerry Rutan, Great Falls-Catholic, Mont.
Charles Huber, Lewistown-St. Leo's, Mont.
Roger Berger, Hastings, Nebr.
Dick Felman, Omaha-Central, Nebr.
John McEvoy, Omaha-Creighton, Nebr.
Philip Ritterbush, Laconia, New Hamp.

Ronald Snow, Laconia, New Hamp.
Martin Cowan, Morristown, New Jersey
Leonard Orland, Trenton-Central, N. J.
William McKeough, Fordham Prep, N. Y.
John Charlesworth, Cardinal Hayes HS, N. Y.
Carl Oglesby, Revere HS, Bath, Ohio
Buddy Mills, Dayton-Oakwood, Ohio
Carl Miller, Louisville, Ohio
Vic Jackson, Edmond, Okla
Blake Western, Purcell, Okla
George Matter, Salem, Ore.
Dan Carney, Pittsburgh-St. Basil, Penn.
Paul Kleppner, Pittsburgh-St. Basil, Penn.
Jim Ward, Sioux Falls, South Dakota
Bill Zabel, Sioux Falls, South Dakota
William McWhorter, Nashville-Hillsboro, Tenn.
Roy Hofheinz, Houston-Lamar, Texas.
Milton Copeland, Wichita Falls, Texas
Stan Burnett, Bellevue, Wash
James Dilley, Kenosha, Wis.
George Curtis, Merrill, Wis.
Michael Hughes, Merrill, Wis.
Mike Birkle, Sheboygan-Central, Wis.
Jack Zufelt, Sheboygan-Central, Wis
Richard Clark, Cheyenne, Wyo
Johnie Bozman, Goodlettsville, Tenn.

Winner — Extempore
Vic Jackson

FINAL CONTEST

		Final Judges					Score
1	V. Jackson, Okla.,	1	2	2	2	1	15
2	M. Copeland, Tex	2	1	3	4	2	25*
3	J. Ward, S.D.,	4	3	1	1	3	25*
4	J. Charlesworth, NY	3	4	4	3	4	32

* On re-rank second place went to Milton Copeland.

6. DEBATE
FINAL DEBATE

Won	Lost	
Pueblo, Colo.	Edmond, Okla	3-2

WINNERS — DEBATE
Pueblo High School, Pueblo, Colorado
From left: Vernon Porter, Mr. Homer H. Bisel, Ronald Werner.

THE NATIONAL CHAMPIONS
As the Years Roll by
DEBATE

1931 Miami, Okla., vs. Topeka, Kansas
1932 Omaha-North, Nebraska, vs. Rapid City, South Dakota
1933 Altus, Oklahoma vs. Hutchinson, Kansas
1934 Oklahoma City-Central vs. Elgin, Illinois
1935 Sioux Falls, S. D., vs. Los Angeles HS., Calif.
1936 DuQuoin, Ill., vs. Carrollton, Mo.
1937 Oklahoma City-Classen, vs. Elgin, Ill.
1938 Elgin, Ill., vs. Seminole, Okla.
1939 Oklahoma City-Classen, vs. Bristow, Okla.
1940 Bristow, Oklahoma, vs. Sioux City-East, Iowa
1941 Oklahoma City-Classen, vs. Burlington, Iowa
1950 Dallas-Adamson, Texas, vs. Oklahoma City-Marshall
1951 Oklahoma City-Classen, vs. Seminole, Okla.
1952 Shreveport-Byrd, La., vs. Chamnade HS, New York

Office of the Chancellor
UNIVERSITY OF DENVER
Colorado Seminary
Denver, Colorado

Mr. J. Edward Mayer
Vice-President, National Forensic League

Dear Mr. Mayer

We at the University of Denver have been delighted to have the annual meeting of the National Forensic League on our campus during the past week. Dr. Earl Bradley, of our Department of Speech, has told me that the young people in attendance have been excellent house guests. I enjoyed meeting them at the banquet on Tuesday evening and, here and there, in our buildings since. They restore one's confidence in the oncoming generation. I am sure that these young people will be equal to the many problems that will confront them.

The University of Denver has long cherished speech work as a vital part of education. Not only are we interested in all of the skills that go to make effective speech, but we believe that our emphasis upon content gives the sound foundation on which students build character. Speakers should be good, not merely in technical proficiency but also in integrity and in social responsibility. May the fine work of the National Forensic League continue to cherish these goals. The University of Denver will be glad to cooperate in any way that it can.

Cordially yours,
LEVETTE J. DAVIDSON,
Acting Chancellor

ROUND-BY-ROUND RESULTS OF CONTESTS WILL BE FOUND ON PAGE 75

Tau Kappa Alpha Participation Award

Ever since the year 1936 the Tau Kappa Alpha Fraternity has offered a sweepstake award for National participation. For each round of participation in the National Tournament a chapter earns one point, except for debate you earn two points. This year the chapter from Dayton-Oakwood, Ohio won the coveted trophy. At the start of the 1953 national tournament Oakwood High School in Dayton was fifth in previous rounds of participation toward the national Tau Kappa Alpha trophy. Oakwood had four contestants in 1953 national. One of them placed second and three went to the semi-finals in their events to amass a total of 27 rounds of participation, tying three other schools for second place honors.

With 141 previous rounds Oakwood finished with a total of 168 over Massillon, Ohio with a total of 167. Other schools now close toward the top are Canton-McKinley, Ohio with 157, Independence, Missouri 161, Beverly Hills, California 149 and Kenosha, Wisconsin, the 1946 winner, with a new score of 146 rounds in only 6 years.

Altogether Oakwood High School has participated in 14 national tournaments in which it entered 30 different students in 41 different contests.

The 167 rounds include two national championships, dramatic reading in 1951 and radio announcing in 1952; also three second places, two third places and two other contestants in the finals.

John M. Martin has been the coach of all of these successful contestants. With two diamonds in his NFL key he is the second highest ranking coach in terms of total number of credit points earned under his direction. A special personal trophy in recognition of his efforts with these students will be presented to him at the next national tournament.

1954 TOURNAMENT

The National Speech Tournament and the National Student Congress will be held at Greensburg, Pa., next year from June 22-26, 1954. Helen Barron, and Julia Brunelli are the sponsors of the well known Greensburg chapter. Their committee is already at work laying plans for the tournament. From all indications and reports made at Denver, it should be a bonanza.

Tau Kappa Alpha Participation Award
Past Winners

1936 Topeka, Kansas
1937 DuQuoin, Illinois
1938 Classen HS, Oklahoma
1939 Granite City, Illinois
1940 Wooster, Ohio
1941 Dickson, Tennessee
1946 Kenosha, Wisconsin
1947 Classen HS, Oklahoma
1948 DuQuoin, Illinois
1949 Central HS, Oklahoma City
1950 Davenport, Iowa
1951 Lincoln, Illinois
1952 Sioux Falls, South Dakota

CONTENDERS FOR 1954
(Rounds of National Tournament Participation indicated)

167 Massillon, Ohio
161 Independence, Missouri
157 Canton-McKinley, Ohio
149 Beverly Hills, California
146 Kenosha, Wisconsin
127 Omaha-Central, Nebraska
123 Sheboygan-Central, Wisconsin
120 Casper, Wyoming
108 South St. Paul, Minnesota

OAKWOOD HIGH SCHOOL, DAYTON, OHIO
From left: Buddy Mills, Gwennie Mumma, Mr. John M. Martin, Sue Routsong, Sally Longstreth.

Free Trade——

PRELIMINARY ANALYSIS OF THE FREE TRADE PROPOSITION

Upton S. Palmer,
Director of Forensics
Santa Barbara College of the University of California

Never has the free trade question been better balanced than in 1953.

A trend toward free trade began with enactment of the reciprocal trade acts in the thirties. There seems to be definite prospect that the program will not be abandoned, even though there is strong opposition to continuance. President Eisenhower has favorably received the Lewis Douglas Report advocating freer trade. Implementation of the "trade not aid" policy, which has strong support in many quarters, certainly means an increase of both imports and exports for the United States.

Because they realize that World War II was in part caused by building of barriers to commerce, many enlightened people are resolved to oppose a repetition of such folly.

In my opinion the proposition does not imply that protective tariffs must be abandoned overnight, but rather that under "a policy of free trade" it would seem possible to advocate a gradual transition from the STATUS QUO. Such procedure would prevent the unspeakable confusion that would admittedly follow on arbitrary and immediate change of policy.

Neither does free trade mean unrestricted trade with enemy or potential enemy nations; most certainly it does not imply the shipping of strategic materials to such powers.

The need, then, for a change in our present policy may be regarded from an international as well as from a national point of view. Increasing surpluses in wheat, cotton, and butter; a moribund textile industry, and motor plants now producing in excess of demand remind us that the United States may be on the verge of an economic readjustment of tremendous magnitude. A more rapid change in our foreign trade policy might help solve the problem. Internationally our allies are being forced into trade relations with the enemy. Traditionally Great Britain has depended on Russia for stock food, wood products, and other so-called non-strategic goods. The Chinese trade has for centuries been the backbone of Japan's economy. Can the United States, ignoring these and other like facts, insist on a blockade of the Soviet nations, and at the same time reduce economic aid to the democracies? Increasingly, fee trade seems to offer at least a partial solution to the dilemma. More than ever before the international need for a lowering of tariff barriers seems to mesh with a national need.

Operation of the reciprocal trade treaties has taught us how to bring the proposed change of policy into effect, and a study of the procedures followed under these acts should provide the affirmative with a strong argument on practicality, the point at which in debates on the subject held in earlier historical periods they were most vulnerable.

Further study may show that a modified kind of Brannan Plan for industries, including agriculture, which are adversely affected by free competition from foreign sources will be necessary, at least during a rather long transitional period. This would entail a system of subsidiaries, lowered periodically, to offset losses occasioned by reduced tariffs. Such a scheme would in large degree spike the guns of the negative in their arguments about the evil effects of free trade on the American working man. In the long run the United States would abandon her least efficient industries, but during the transitional period the subsidies could be maintained by an increase of taxation of the industries benefited by free trade, and labor would gradually flow to those industries.

The negative can argue tradition against trend, and insist that the strength of the United States in world affairs depends upon increasing rather than decreasing economic self-sufficiency. Forced by World

(Turn to Page 65)

THE NATIONAL QUESTION: A GOOD ONE, BUT WHAT ABOUT "POLICY"?

By Emmett T. Long
Director of Forensics
Pepperdine College
Los Angeles, California

"The free trade ideal is far from the realities of the present world," writes Michael A. Heilperin in THE TRADE OF NATIONS.[1] This author, an advocate of the "free trade ideal" thus captures the basic problem confronting the affirmative and negative in this year's national debate proposition, "Resolved, That the United States should adopt a policy of free trade."

Again, the affirmative not only defends a change from the status quo, but assumes the role of the starry-eyed idealist who admits the pain and suffering necessary to the adoption of his proposal, but insists that if we are to have world peace, free trade must become world policy, and that, in the long view, free trade will be best for the world economy.

The negative is likewise in his typical role. that of hard-headed realist. He points out that free trade is fine pipe-dreaming for a Utopia, but it simply won't work.

This writer foresees a lively, stimulating, and worthwhile forensic year on the national topic. He favors this year's question, first, because it shifts our attention, after two years, to the international scene, to American foreign policy. This alone, of course, would not be adequate reason for choosing this proposition; but the question is also one that is solid meat for study.

A brief reading of the history of tariffs reminds this author of the free trade-protectionist controversy that has been present in our country since the birth of the republic. Thus, this year's question requires adequate knowledge of the economic history of the United States. The recent confusing vacillation of our government on "escape clauses" in our tariff laws points up that, despite our international agreements and discussions, we are still unsure about our position. There have been indications in recent years of a movement toward a free trade position, but there are still tremendous pressure groups in organized labor, industry, and agriculture which lobby for tariff protection.

It would appear, then, that the free trade question still is as much

of a controversy in 1953 as it was in Adam Smith's day. Although we seem to espouse internationalism today, when our discussion gets around to tariffs (our pocketbooks), liberals and conservatives tend to join when the protection is for them.

One of the biggest potential problems which will confront the forensic world with this year's national question will be found in the requirements of the affirmative position, produced by the word "policy." An advocate of the free trade position writes:

"The transition from the old system to the new must be gradual and carefully planned, so that the burden of adjustment should not be borne exclusively by those directly affected by the change, but be spread as equitably as possible among the entire population."[2]

The term "policy" does not force the affirmative to advocate an immediate scrapping of all trade barriers set up by this government; but one fears that negative teams may attempt to force their opponents to uphold such a position, and that, failing to achieve this, the debate will result in quibbling over terms.

Both affirmative and negative cases will benefit, and also those who have to judge, if the affirmative assumes a reasonable rather than a ridiculous position on "policy" and if the negative will permit this and therefore defend the anti-free trade position.

This year's proposition, then, is a good one because it puts affirmative and negative in their proper positions for policy debates, it is an international question, and it is a contemporary controversy with deep historical roots. If we can get a proper clash in our debates, it will be a good year of argumentation.

PRELIMINARY ANALYSIS

(Continued from Page 64)

War II to develop synthetics, notably rubber, we gained in self-sufficiency. While such a development initially increased the cost of some products, our inventive and mechanical genius gradually led to a reduction in prices. Germany, essentially a small nation, became unlievably strong because, under the Versailles Treaty, she was forced to be clever.

In analyzing the proposition one

(Turn to Page 73)

The Editor in Japan

FORENSICS IN JAPAN

Forensics in Japan in the English Language have been developing rapidly in the last few years under the encouragement and directorship of two Japanese young men who studied in the University of Southern California a few years ago. One of them is a young Japanese newspaper man who is in charge of Foreign Relations for the Asahi Shimbun, one of Japan's largest and most prominent newspapers. He has succeeded in getting his newspaper to sponsor debating as a definite means in developing DEMOCRACY in Japan. For a time debating in both Japanese and English were sponsored but this became too expensive and had to be restricted to debating in English.

Under Mr. Kanchi's leadership an annual debate tournament is held. The first year eight universities participated. The second year there were twelve. Last year, the third year, there were twenty-three universities taking part.

You will remember that Mr. Toshio Kanchi's letters appeared in Speech Activities about the time he was beginning the movement for English debating in Japan. Look in the Winter issue of 1949 and again in the Spring issue of 1951. In the latter at the very end of the Editor's note you will find one thing the American debaters could do to help Mr. Kanchi with his great undertaking here in Japan.

This year under the leadership and direction of Mr. Namji Itabashi, Chairman of the International Education and Culture Association of Tokyo, a week of debate conferences and two debates were held at Meiji University, May 11, and May 15. Mr. Itabashi is an alumnus of Meiji and also of University of Southern California. He was studying at U. S. C. while Mr. Kanchi was there. These two Japanese have taken upon themselves the encouragement and sponsorship of debating as they have both foreseen its value to the future of Japanese democracy.

The editor of SPEECH ACTIVITIES, Dr. Egbert Ray Nichols, was invited to give a series of lectures on debating during the mornings and afternoons of May 11, 12, and 13th. Unfortunately only two or three of the students who attended had ever debated before, so a great deal of the discussion was too advanced for them, a situation which will be remedied in future conferences. Attendance was very good for this first venture.

The debates in English on Thursday and Friday afternoons were on the subject of "Abandoning School Uniforms". The first debate was decided 13 to 4 in favor of the affirmative; the second, 10 to 9 in favor of the affirmative.

Thursday p. m.—Affirmative, Aoyama Gakuin University: Bunichi Kondo and Masashi Kogure.

Negative—St. Paul's University: Yukio Kinoshita and Kunio Maeyama.

Friday p. m.—Affirmative, Tokyo University of Foreign Studies: Takashi Konami and Kyuji Fukuda.

Negative, Tsuda Woman's College: Miss Chieko Kawai, Miss Naoe Takei.

These are the first debates I have heard in English. Outside of the movement sponsored by Mr. Kanchi and Mr. Itabashi there is not yet any debating in English in Japan. Debating in English means "thinking in the English Language" which is not easy for a Japanese. Nevertheless they are making real progress. Two of the men kept their manuscripts in their hands, reading much of the argument. Two of them managed to speak without looking at the prepared speeches part of the time.

The two women in Friday's debate talked out to the audience, without reference to written speeches except for quotation. Their performance was excellent.

The polite custom of the cultured Japanese to keep eyes looking down when speaking or when listening to others, is a real hindrance to efficiency in public speaking and in forensics over here. It takes continued encouragement and practice, practice, practice for them to look

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Organization of Debate Speeches

By Evelyn K. de Voros

Santa Barbara College, University of California

Every debate coach probably has his own technique for teaching students how to organize arguments in the cross-fire of debate, but the lessons by word of mouth are not always learned as evidenced by the puzzled and confused listeners at debate tournaments. After the student has learned debate terminology and brief construction, he might well profit from written directions for study as to what materials he should cover and how he should organize those materials in debate performance. A student of debate may be well versed in theory as presented in textbooks, but may find it difficult to know exactly how to proceed in actual debate. Though he may have planned a well-constructed brief, in the process of debate any previous efforts at organization may become less and less apparent. Assigned to the position of second negative speaker, he may listen to the second affirmative constructive speech; and not know how to go about refuting the case even though he has learned the three steps of refutation from various handbooks. Too often students feel inadequate to the situation and thus dread the performance.

It is recognized that there are as many methods of procedure in debate as there are debates and that much depends upon the particular development of a case and expediency of attack based upon time limitation. However, since the student must have some plan for beginning, a workable method of organization of speeches for traditional debate is hereby submitted. This stock procedure assumes that the affirmative side proposes a straightforward need-plan case and that the negative is upholding the status quo. If the affirmative case construction and the attitude of the negative should not follow this pattern, the method of procedure, with adjustments, could still be used.

This plan is concerned with debate speeches, not briefs, inasmuch as a brief is made in preparation for a debate speech and does not represent the speech organized to be presented in debating. The student should understand that the only speech which may follow the form of the brief is the first affirmative because it is the only purely constructive speech of a debate. "Constructive Speech" is a misleading term since refutation should be included in all other speeches. The refutation section of a debate speech should be organized as if it were a complete speech in itself; that is, it should have a thesis and main points well developed. As the subject sentence of any speech should be repeated, this one should be reiterated and should be so worded as to enfold all the objections to the previous speech. It should become the slogan of the refutation. It would be well for a debater to have planned stock statements which could be used for theses in refutation. Not until after the refutation should the speaker begin his planned constructive speech.

First Affirmative

Constructive Speech:

This speech does not follow the brief in exact detail. It is well to begin the speech with a few pertinent remarks about the timeliness of the subject in general, leading toward the word-for-word statement of the proposition. The brief should contain a detailed history of the subject, but the history covered in the debate speech should include only those facts which will help the particular case of the affirmative. Otherwise the speech is planned according to the organization of the brief, making use of the strongest arguments listed in the brief.

Rebuttal:

According to this plan, the first affirmative in rebuttal has the most difficult position in the entire debate. He should cull from three negative speeches preceding his rebuttal, the damaging arguments brought forth against the affirmative case as a whole. Time spent in development of negative contentions is a fair guide for selection of arguments to cover. The thesis of the rebuttal might be a statement, such as, It seems the negative side of this debate has four objections to the affirmative case, which I am eager to answer. The objections are then answered one by one. The speaker should not try to use the wording of the negative, but should state the essence of the argument. It is imperative that the first affirmative answer every significant argument of the negative. Any important arguments left unanswered at this point will probably be conceded to the negative, since the following speech is the last negative one of the debate, making it impossible for the negative to get a chance at any answers the second affirmative may present.

First Negative

Constructive Speech:

This speech should begin with the "stand of the negative," followed by refutation of definitions and relationship of history and background if necessary, refutation of first affirmative case, and presentation of constructive speech.

The speaker may use as a thesis for his refutation such a statement as: (1) We agree with the effect as presented by the previous speaker, but we cannot agree with the unrelated factors presented as causes of the effect; or (2) the case of the previous speaker has not been proved to the satisfaction of my colleague and myself, making the conclusions claimed unjustified. In using the latter thesis, the negative speaker would have to analyze each piece of evidence used by the former speaker to show that the supporting material was not valid and the contentions thereby unproved. In this instance the contentions might be considered conclusinos and each deemed unjustified as the evidence is analyzed and rejected. At the end of this portion of his speech, the first negative speaker is

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Minimizing Educational Opportunities

By Austin J. Freeley

Boston University

My good friend, Brooks Quimby, and I have often discussed and debated the very issues he raised in the summer issue of **Speech Activities** magazine. It's good to see this disputation, in which we've engaged over coffee at a dozen tournaments, break into print.

In his article, "But Is It Educational?" Prof. Quimby really raises two issues. He seeks to cast doubt on the current trend toward tournament debating and levels some specific criticisms at the two man or team tournament wherein debaters speak on both sides of the proposition.

This article is particularly interesting as the tournament is a relatively new form of debate. Its role as an educational process in the over-all forensic program is still a subject of discussion among debate coaches themselves. As one who has had a fair amount of experience in directing tournaments, it seems to me that many of the educational advantages of the tournaments may not be fully appreciated. At the same time, it would seem that many of the criticisms of the tournament are not valid as criticisms of the tournament **per se,** however valid they may be as criticisms of the failure to use the tournament form to its full potential or to administer it correctly.

Premises

We might begin by agreeing on certain premises. Prof. Quimby has stated that debate must find its justification as an educational procedure; that in democracy debate is part of the problem solving process; that forensics must train the citizen in the skills needed to make democracy work, and hence the forensics program must include training in discussion as well as debate. Certainly we can agree with these premises, and add to them that the well balanced forensics program should include all forms of public address, such as original oratory, extempore speaking, etc. As we are concerned with democratic goals, we should seek to provide training for more students on more occasions than would be possible if we limited our program to the number of audiences available. It is also in keeping with sound educational philosophy that we should provide within our program situations which will challenge the superior student to his maximum ability. The well balanced forensic program includes many things in addition to debate and debate tournaments. However, we are here concerned with the role of the debate tournament as an increasingly important part of the well balanced forensic program.

Unique Opportunities

It might be well to consdier some of the special benefits which the tournaments provide. The history of the tournament would seem to indicate that it was invented for practical reasons to allow an increase in the number of debates at a reduced unit cost. This is good and desirable in and of itself. However, the tournament offers opportunities that give it far better reasons for existing than mere economy. I submit that a thoroughly planned, efficiently executed tournament directed by an experienced debate coach is one of the great educational processes developed by forensics.

In what other phase of education do we assemble picked students from a score or more of colleges for six or eight hours of comprehensive examinations on a weekend? In what other academic undertaking do students have their work evaluated by visiting professors from a dozen institutions? What other area of teaching provides the professor with the opportunity to study the results of a dozen different methods of teaching within so short a time? In what other form of education is the student provided with so frequent challenges to do his best? The tournament does all this and more. It provides these opportunities not once, but, for the average college, several times a year. Most college professors deem themselves fortunate if they can attend one professional meeting a year. Yet the debate coach attends a number of tournaments annually, and I have not yet attended one that did not provide an informal "seminar" — call it a "bull session" if you will— wherein some professional problem was profitably discussed.

The Audience

Some writers seek to make a distinction between tournament and audience debating. We would do well to keep certain factors in mind here.

First, as Prof. Quimby recognizes, there are many debates, such as the novice debate or the early season training on a new question, which are best conducted away from the audience with attendance strictly limited to other debaters and a sympathetic and tolerant judge. It is at this point, apparently, that Prof. Quimby would truncate the tournament program and spend the rest of the year in audience debating, eliminating the later season and championship tournaments. Let us consider the implications of such a policy. Audiences are interested only in seeing the best, hence only the top few debaters on any team can be used before audiences. The numbers of available audiences are limited. Such factors as other programs available, geography, expense, etc. all combine to make fewer debates before audiences available than can be obtained in tournament situations. We must consider too that most audiences are interested in entertainment rather than education. They respond more readily to humor and emotional appeal than to logic. Important as it is for the debater to learn to adapt to this type of situation, is it not educationally more justifiable to teach the skills of argumentation than the superficial tricks of gaining applause from an audience?

Secondly, whatever benefits may accrue from audience debating can

be incorporated into tournament debating. While most tournaments are conducted without large audiences for the preliminary rounds there is no **inherent** reason for not having an audience at tournaments. Is it not easier to arrange for audiences for a tournament than it is to obtain audiences for a like number of debates in non-tournament situations? Most final rounds are attended by fair sized audiences and could, with a little ingenuity, be held before far larger audiences. Audiences are inherently easier to obtain for a "final round" or a "Championship" debate than for just one more debate. If audiences are lacking at tournaments it is simply a problem of tournament administration, not an inherent fault of the tournament itself. Then too, as the tournament debate is more likely to be conducted with an emphasis on logic rather than emotion, this situation will be an educational process for the audience.

The audience debate challenges the debater to win a popular response; the tournament challenges the debater to win a critical response. The debater should have both opportunities. It is educationally necessary that he should debate more frequently before persons who know more about debate than he does (the critic judge) than before persons who know less about debate than he does (the audience). Is it not inherent in our tradition of liberal education that the student should seek the "best" rather than "the lowest common denominator?"

Certainly **one** of the purposes of debate is to train the student to speak before audiences. Yet, we must not overlook the other purposes, such as training in argumentation. As our aim is educational, should we not use educational methods? In certain English courses we seek to teach the student to write; yet we do not teach him a style suitable for the comic book readers who probably constitute the largest audience. To continue the analogy—the best seller list or the box office returns do not necessarily indicate the "best" in our literature —we turn to the critics for that decision. Should we not do the same in speaking and debating? Are there not certain dangers to be found in orienting our program too heavily toward the audience? A Hitler could draw an audience even without Storm Troopers to compel attendance—yet somehow, I do not feel this is the type of speaker we want to produce. True we want speakers who can use the popular appeals of a Hitler to reach the masses, but we also want him to use the rigor of sound argument.

The tournament, particularly in its championship form, screens the teams and provides maximum challenge—surely a desirable educational goal—through a process designed to present a strong opposition. The wise provisions of most tournaments usually insure the presence of a number of qualified judges for the debates by requiring that professional debate coaches accompany their teams.

While strong opposition and qualified judges **may** be present at the audience debate is it not true that the judges are all too often local citizens without any special educational qualifications — even possessing fundamental misconceptions about debate? Is not the opposing team often from the same squad in which case common training, familiarity with style, techniques, methods, and probably even case provide little real need for on the spot adaptation? Or if the team is from another college, is not that team often chosen on the basis of convenience or local interest rather than demonstrated merit? Does this type of a situation provide the challenging opportunity the superior student deserves?

While we are speaking of audiences, might we not consider the type of audience the debater will most frequently meet after graduation? True enough, we expect him to address the Rotary Club, the civic group, the political rally, etc. But will not by far the greater part of his speaking be done before audiences of just about the same size he encounters in the typical tournament situation? For each appearance before a public audience will he not have scores of "debates" in which the only audience is a prospective client, or in which the opposition is represented by say the credit department of his firm, while the debater, now the head of the sales department, seeks to win a decision from the president on a certain policy? Consider your own experience in the academic world; how many times do you address PTA's, graduating classes, or other public audiences as compared with the number of debates in which you engage at faculty committee meetings. It would seem that the tournament, instead of being an artificial situation, more nearly approaches the more common real life situation.

Thus, while we may well want to add more audience debating to our programs, this should be in addition to, rather in place of, present or even expanded tournament programs. A debate program geared to audience debating would, in most cases, rather quickly use up available audiences; whereas a balanced program with both audience and tournament debating would have far broader opportunities for the student.

Prof. Quimby suggests that the tournament is "admittedly" open to criticism on the grounds of "sharp practices." We are not told who made this admission nor what the sharp practices are. Nonetheless we might recognize that sometimes a failure to conform to desirable methods does exist on the fringe of debating among teams that are inadequately coached or inadequately judged. These "sharp practices" are most likely to be successful before an audience untutored in the principles of argumentation and the rules of debate and may even be applauded as "clever". The tournament provides built-in safeguards against such abuses. Good teams are qualified to detect and expose such devices, hence making their use unprofitable. The tournament is more likely to provide this kind of opposition. The presence of a highly qualified judge, which a tournament more than any other form of debating insures, is the best safeguard against "sharp practices" as he will recognize and penalize rather than applaud them.

Prof. Quimby includes "technical judging" in his list of objections. If by "technical judging" Prof. Quimby means judging on the techniques of argumentation, I certainly hope tournaments do provide this. Certainly we want our students judged on the basis of the techniques of argumentation we have taught them. We don't ask the man in the street to grade the final examinations in a physics course, nor do we invite the janitor to sit on the examining committee of the Ph. D. candidate. Rather, we select to conduct those examinations men qualified in the field—men who will engage in "technical judging."

Minimizing Opportunity

The question of alternating positions or maximizing training opportunities by changing sides of the proposition is an old one. Prof. Quimby takes his stand against it while Aristotle, Cicero, and Quintillian have cast thei vote for it.

Aristotle makes his position clear in Book I of his **Rhetoric** when he says:

> Thirdly, in Rhetoric, as in Dialectic, **we should be able to argue on either side of a question;** not with a view to putting both sides into practice—we must not advocate evil — but in order that no aspect of the case may escape us, and that if our opponent makes unfair use of the arguments, we may be able in turn to refute them.[1]

Note that Aristotle specifically says we should **argue both sides,** not merely that we should thoroughly study both. Clearly the Stagirite found that arguing both sides of a question conferred greater benefits than study alone.

Cicero takes the same position when he says:

> **We must argue every question on both sides,** and bring out on every topic whatever points we be deemed plausible.[2]

As he has in many other areas, Cicero extends the Aristotelian position when he says further:

> We orators are bound to possess the intelligence, capacity, and skill to speak both **pro** and **contra** on topics of virtue, duty, equity and good, moral worth and utility, honor and disgrace, reward and punishment and like matters.[3]

Quintillian goes even further than his illustrious predecessors and would even argue in favor of injustice as a training method:

> To consider how we may speak in defense of what is false or even what is injust, is not without its use, if for no other reason than that we may expose and refute fallacious arguments with the greater ease; as that physical will apply remedies with the greater effect to whom that which is hurtful is known.
>
> The Academicians, when they **have disputed on both sides** of a point of morality, will not live according to either side at hazard; nor was the well known Carneades who is said to have argued in Rome, in the hearing of Cato the Censor, with no less force against the observance of justice than he had argued the day before in favor of it an unjust man . . . . the devices of his adversaries, accordingly should be well known to the orator, as the stratgems of an enemy in the field to a commander.[4]

We note that all three of the classical rhetoricians make it clear that the orator need not adhere to the cause he argues, i. e., he need not believe in evil or seek to follow two divergent courses of action; but they join in insisting that he must argue both sides of a proposition. It is this maximization of training opportunity which I advocate.

Actually, of course, the classical rhetoricians have proved more than is needed for present day debate. We never ask our students to defend or attack good or evil, justice or injustice, but merely the wisdom of a given course of action, the need or desirability of a certain policy. One can obviously advocate or oppose FEPC or direct election of the president without advocating evil or injustice.

Present day debate coaches, as well as the classical rhetoricians, have found that it is important in the training of the student that he be thoroughly grounded in all the techniques of argumentation and that this training can be done most efficiently by having the student debate on both sides of the proposition. This process allows us to give the student maximum training in the art of debate.

In fact, this principle is so widely accepted that I do not know of a single coach who requires his students to spend an entire season on one side of a proposition.

Those few coaches who object to their teams changing sides **during a tournament** actually have no objection to their students changing sides of the resolution. They are quite willing that students should change sides the next semester, the next month, the next week, probably even the next day. Hence it becomes a question of time, not of change, that is at issue. Thus we are asked to accept the proposition that something which is supposedly wrong on Monday si perfectly acceptable on Tuesday. When such a fine and arbitrary line is drawn between good and evil the argument defeats itself. Prof. Quimby, of course, does permit his students to change sides of the proposition. Hence, he must recognize some merit in changing sides — in fact his only objection is to an **abrupt** change. If there is merit in changing sides, then this merit should be incorporated into the tournament. As we have already found it practical and desirable to schedule several debates a day in a tournament then the alternating of sides will also come in rather close sequence.

The question is asked, "Is this abrupt change of side a situation one is likely to find in real life?" Obviously an old debater like Prof. Quimby knows how to load his questions! The answer is, no, but neither are the tournament nor the debate itself real life situations — they are teaching devices. Once the student has graduated from college it is unlikely that he will take part in a debate under collegiate rules. The lawyer may have an hour to deliver his rebuttal, a week to present his case; the legislator may spend months debating his bill; the candidate may debate with his opponent from a score of geographic locations and never meet him face to face. The educational debate is not an attempt to simulate real life or policy debate, but an educational technique for teaching the principles of argumentation and advocacy. We do find, however, that the lawyer may enter a motion for a defendant in the morning and then hurry across the hall to another court room to represent a plaintiff; the legislator may urge the adoption of a bill in a committee in the morning and in the afternoon lead the battle on the floor against another bill; the candidate may defend one policy and attack another in the same speech. The changing of sides in debate equips the debater for the real life situation in which he must be both the affirmative and the negative. Few persons in real life devote all their speaking skill to just affirmation or just negation.

The speakers in policy debates are usually consistent in their positions on one topic, but must be prepared on a number of topics. As our education focus is on the principles of argumentation rather than on research in a multiplicity of topics, we use one topic as a teaching tool and train the student for both the affirmative and the negative. Through this type of tournament we teach him the necessity of

adapting to a changed situation by quickly establishing a new line of argument. He learns to so organize his thinking that he may be a logical continuity in his presentation even under rapidly changing conditions. Certainly these are skills of value in real life situations and they are skills the team tournament teaches more effectively than any other form of debate.

Dies this type of tournament help the student to better understand the principles of argumentation? I think it does. Certainly careful investigation and study should precede the debate. Certainly the debater should study every argument pro and con before he goes to the platform as an advocate. Yet as the classical rhetoricians suggest there is a difference between weighing an argument in the comfort and leisure of a briefing session and refuting that argument within a time limitation and in the face of able opposition.

Prof. Quimby made an analogy to sports in his article. Let me make one here. Football has decided to do away with the platoon system. No longer will we see the frail lad with an educated toe rushed onto the gridiron to kick that vital point and then be promptly withdrawn to the safety of the bench. No longer will we see players trained only for the offensive and never for the defensive. It would be unfortunate if we were to adopt a system of specialization in debate which was built on a platoon system with speakers who presented only need, but never refuted one; with speakers who attacked a plan but never presented one. Rather we want a well rounded debater, the man who can and does speak in all four positions. We want a student well versed in argumentation who sees the current debate topic as an educational tool to provide him with experience and not as a matter to be defended or refuted at all costs or at all times.

The possibility exists that an occasional student may have a very real deep seated prejudice on a national topic. Of course such a student should never be forced to speak in public against his views. The vast majority of students, however, have no such prejudices, and they should have the maximum opportunity to debate on both sides.[5]

Another question asked is. "Is it necessary for a debater to persuade others that the opposite side of a proposition is justified in order to see both sides?" This calls for two answers. First, I believe that by actually debating both sides the student gains a greater understanding and appreciation of both sides than is possible by mere study or discussion of the proposition. Secondly, as I understand the literature of debate judging, a debater is never asked to persuade others that a side is justified, but rather to demonstrate superior skill in debating. Indeed, do we not require the able judge to vote for a position he feels is **not** justified if the proponents of that position are the more able debaters?

This marks one more distinction between the policy debate and the educational debate. In the educational debate the emphasis is on the argument and the decision won by the team that demonstrates superior skill in argumentation. In the policy debate the decision is awarded on the basis of factors extraneous to educational aims; the merits of the proposition, patronage, political influence, vested interests, etc. These are real life conditions we would hardly care to duplicate in educational debate.

If the student understands the educational objectives of debate there is little likelihood that on policy questions he will sell his skill to the highest bidder. Or if he is the sort of person who would do that, we could hardly prevent it by keeping him away from team tournaments.

As Wayne Thompson pointed out:

> Debating both sides of a proposition is neither morally wrong nor hypocritical. Some writers have charged that debating both sides results in a variety of evils, such as insincerity, shallowness, and the presentation of arguments known to be poorly founded or fallacious. These malpractices, which also occur among speakers who debate only one side, are the result of other causes — weakness in the character of the offender or misunderstanding the proper function of debate.[5]

Thinking in terms of democratic values, do we not find that the lease democratic societies are those that are most dogmatic in their views and take the greatest care to prevent advocacy of an opposing position?

Thus we see that the policy of alternating sides in a tournament is educationally sound as it tends to place the emphasis where it belongs, on the principles of argumentation rather than on the merits of the question, as it tends toward the development of the well rounded debater, and as it maximizes the opportunities inherent in the tournament.

From the point of view of our colleagues in education and the public, this type of tournament has further advantages. They can more readily see that the emphasis is on argumentation and debate rather than on the advocacy of a given proposition. They can see we are not following in the footsteps of the late and unlamented Dr. Goebbels or the equally diabolical Malenkov and producing automata with one sided orientation to follow the "party line" Prof. Quimby speaks of. but rather through the changing situation of the team tournament we are giving students an intensive knowledge of argumentation and debate. a broad perspective of the problem. a multivalued orientation in seeking its solution, and a flexibility of mind necessary to produce the compromise, adjustment and accommodation on which our democracy is based.

Many Types, Many Purposes

It should be noted here that there are many types of tournaments serving many purposes. The team tournament with alternating sides is but one type. It's an exacting sort of tournament. It's difficult for the coach to train a team to debate ably on both sides. It's more difficult for the student to master two cases than one — but it provides a challenge for the superior debater that the unit tournament with unchanging sides. or the audience cannot provide. Hence, while we might reserve this type of tournament for the superior debater. I maintain it has a worthwhile place in our well balanced forensic programs.

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Electing The President

AN HISTORICAL APPROACH TO THE PROBLEM OF PRESIDENTIAL ELECTION

A HISTORICAL APPROACH TO THE PROBLEM OF PRESIDENTIAL ELECTION

A Study Program Prepared on a Basis of Weekly Assignments Designed to Give the Forensic Student a Fundamental Understanding of the Principles and Methods Involved in Presidential Election.

First Division: The Constitutional bases for the election of a President.

(1st Week) A. What was the method prescribed by the Constitutional Convention in 1787 for the election of the President?

B. Who is responsible for the election of the President?

1. How much control does the Federal Government have?
2. How much control over the election do the state governments have?
3. How much control over the election do the people have?

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The study plan presented here was compiled by Wendell Cheevis, graduate assistant at Whittier College, as a suggested method of providing readings which would establish in the mind of the forensic student an understanding of the historical facts and principles which are essential to a consideration of the problem of presidential election. It is designed to be provocative rather than complete. Study questions are suggested to give the student a specific objective to seek in his background reading. The editor hopes it will be of value to the student who wants to KNOW the subject he talks about.

(2nd Week). C. What objectives were set forth by the delegates to the Constitutional Convention as controlling factors in determining a method for electing the President?

D. What disagreements arose among the delegates which might be construed as issues involved in the question of how the President should be elected?

E. How completely were the objectives of the delegates met in the method chosen for the election of the President?

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SECOND DIVISION: Post-constitutional changes in the method of election of the President.

(3rd Week). F. What changes have taken place since the adoption of the Constitution in the methods of electing the President?

1. Were these changes the result of faults in the method prescribed by the Constitution?
2. Were they the result of changing social, economic, or political conditions?
3. Were they the result of faulty original objectives or the fault of the prescribed method's failure to meet the original objectives?

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(4th Week). G. Extra-constitutional modifications of the method of electing the President.

1. What chief influences have political parties had in the modification of the method of electing the President?
2. What influence have the states had in modifying election procedure?
3. What influence have other sources or individuals had in modifying election procedure?

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THIRD DIVISION: Possible future changes in the method of electing the President.

(5th Week). A. Are further changes in the method of electing the President needed?

1. Are the objectives set down originally by the delegates to the Constitutional Convention of primary importance today?
2. Have changes subsequent to the Constitution been adequate?
3. Have political, social, economicc onditions further changed so as to demand revision of the method of electing the President?
   a. What are some specific difficulties involved in the election of a President which have not been solved in the past?
   b. What solutions have been suggested to meet these difficulties?

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FOURTH DIVISION: Principles for determining new methods of electing the President.

(6th Week). A. Can methods of electing the President be discovered which will meet the following criteria?

1. Are they in accord with the historical goals which we find to be of importance today?
2. Do they bring a possibly faulty method into accord with the primary objectives?
3. Will the new methods proposed bring into being more desirable circumstances than are established in the present system?

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SPRING ISSUE DEBATE

Because of the paucity of comments and judgments received on the debate included in the spring issue, the editor believes that any tabulation of them would have insufficient value to justify the effort.

SPEAKER OF THE YEAR AWARDS
For 1952
By Tau Kappa Alpha

In NATIONAL AFFAIRS:
Mr. Adlai Stevenson
In BUSINESS AND COMMERCE:
Mr. Clarence B. Randall, President, Inland Steel Co., Chicago.
In LABOR: Mr. John L. Lewis, President, United Mine Workers.
In RELIGION: Bishop Fulton J. Sheen, National Director of the Society for the Preservation of the Faith, New York.
In EDUCATION, SCIENTIFIC AND CULTURAL ACTIVITIES: Mr. James B. Conant, formerly President, Harvard University; at present, U. S. High Commissioner to West Germany.

Official public announcement was made by the President of Tau Kappa Alpha, Dr. Wayne C. Eubank (of the University of New Mexico Speech Department), at the National Conference of Tau Kappa Alpha, held on the campus of the University of Denver, Denver, Colorado: Thursday noon, April 23, 1953.

Awards are made to speakers who "are distinguished for effective, intelligent, and responsible speaking on significant public questions." Speakers who are making significant contributions, by their public utterances, to the welfare of mankind; speakers who may represent various points of vew and particular interests—but who at the same time are able to enlighten the understanding and quicken the conscience of the American people.

Winners in previous years: (1949, 1950, 1951 in that order).
National Affairs: Truman, Sen. Paul Douglas, Dean Acheson.
Business and Commerce: Eric Johnston, Paul G. Hoffman, Michael DiSalle.
Labor: James B. Carey, Walter Reuther (no award in 1951).
Religion: Ralph W. Sockman, Fulton Sheen, Louis H. Evans.
Education, scientific, cultural: Robert M. Hutchins, Ralph Bunche, W. Norwood Brigance.

FREE TRADE

(Continued from Page 65)

must keep in mind that the chief objective of trade policy is to maintain the REAL income of American labor and producer, while at the same time doing everything possible to increase the economic strength of the democratic nations, which in an industrialized world is the basis of military might.

Third National Public Discussion Contest

The two critical dates for the Third National Contest in Public Discussion are October 24 and November 6. By the first date the "intention to enter" must be filed with the manager, Dr. Wayne N. Thompson, University of Illinois, Navy Pier, Chicago 11, Illinois. During the period of November 2-6 the recording is to be shipped to the judging center assigned.

Other rules for this contest are as follows:

1. Any university, college, or junior college in the United States may enter a "team" of five members. Participants must be classified by their registrars as full-time undergraduate students.
2. The discussion team will prepare a twenty-five minute presentation recorded on single track tape at 7½ inches per second.
3. The topic will be the national discussion question. The "team" may consider the whole topic or a phase of it.
4. Tapes or their containers must give in writing the name of the college. Participants, although they may address each other by name, are not to reveal the name of their college on the recording itself.
5. The tournament management will use all reasonable precautions against the breakage, loss, or theft of the recordings, but it will assume no legal or financial responsibility. Upon the completion of the contest, all tapes will be returned to their respective owners.
6. The programs will be judged on the following criteria: (1) amount, quality, and relevance of the information; (2) originality and accuracy of thought; (3) progression of thought; (4) interestingness; and (5) delivery.
7. Awards of first, second, and third will be given to the three best programs, and evaluations of superior and excellent will be given to other worthy entrants. The decision of the judges will be final.
8. Participating colleges will receive the written comments of at least three judges.
9. The intention of entry is to be mailed by October 24, 1953 to Dr. Wayne N. Thompson, University of Illinois, Navy Pier, Chicago 11, Illinois. Recordings are to be shipped by the competing institutions between November 2 and 6 to the sectional center assigned by the tournament manager.
10. A fee of two dollars to cover postage, secretarial help, and administrative costs of sectional, regional, and final contests should accompany the entry.
11. For further information write to Dr. Wayne N. Thompson, University of Illinois, Navy Pier, Chicago 11, Illinois.

ORGANIZATION OF DEBATE SPEECHES

(Continued from Page 66)

ready to begin the constructive portion, showing that the status quo is working effectively.

Rebuttal:

The organization of the rebuttal follows the same pattern as that of the constructive speech, since the second negative constructive speech has handled the arguments relating to Plan.

Second Affirmative

Constructive Speech:

The first thing the second affirmative speaker should do is to re-establish his colleague. The term "re-establish colleague" means that the speaker uses the exact statement of contentions used by his colleague, presents new evidence of their validity or substantiates the supporting material used by his colleague. It does not mean that he answers the opposing arguments re-stating the contentions of the opposing side. A beginning debater is tempted to follow the main headings of the negative in refutation, thus further establishing the outline of his opponent in the minds of the audience. In re-establishing his colleague, the speaker uses the colleague's original organization and answers the opposing arguments under his colleague's contentions, as he establishes them one by one.

In addition to re-establishing his colleague, the second affirmative should answer the constructive arguments of the first negative, (that the status quo is working satisfactorily) then proceed to his own planned constructive speech.

Rebuttal:

Any important arguments of the negative which cannot be made to fit into the original organization of the entire affirmative case should be answered first. Next the affirma-

tive case should be summarized using the original outlines of the first and second affirmative, and contentions should be re-established as summarized.

Second Negative

Constructive Speech:

The second negative speaker should begin with refutation of the plan, that is, the constructive portion of the second affirmative speech. The Need arguments should be left completely alone, to be handled by his colleague in the next speech.

This second negative speech may be planned around two main headings: (1) The particular plan advocated by the affirmative is not practical, and (2) no plan based upon this hypothesis can be made workable. If the speaker has prepared in his brief six objections to the solution indicated in the proposition, he may find during the debate that four of these fit the particular case advocated by the affirmative. He could then use these four objections under the first heading suggested above and use the plan of the affirmative as supporting material for said four points. The other two objections would then be used under the second heading and would represent the constructive portion of his speech.

Rebuttal:

Any important arguments of the affirmative which cannot be made to fit into the original organization of the entire negative case should be answered first. Next the negative case should be summarized using the original outlines of the first and second negative, and contentions should be re-established as summarized.

According to this plan of organization, the debate would proceed as follows: (Note meaning of symbols placed below).

Constructive Speeches

\+ 1

Opening remarks
Proposition
Definitions
C History
NEED FOR CHANGE
Summary

— 1

Stand of negative
R Refutation of terms and history
Refutation of NEED FOR CHANGE
C UPHOLDING OF STATUS QUO
Summary

\+ 2

R Re-establishment of colleague
Refutation of — 1C
C PLAN
Summary

— 2

R Refutation of + 2C, objections to Plan
C OTHER OBJECTIONS
Summary

Rebuttal Speeches

\+ 1

Answering of major objections of — 1 and — 2 to affirmative case as a whole
Summarizing Sentences

— 1

Re-establishment of — 1 constructive speech, including R and C
Summarizing Sentences

\+ 2

Refutation of points not included in original outline of affirmative
Re-establishment of affirmative case according to original outline
Summarizing Sentences

— 2

Refutation of points not included in original outline of negative
Re-establishment of negative case according to original outline
Summarizing Sentences

\+ 1 — first affirmative
— 1 — first negative
\+ 2 — second affirmative
— 2 — second negative
R — refutation
C — constructive

EDITOR IN JAPAN

(Continued from Page 65)

up and out to the audience when speaking. They are eager for instruction and are hard workers. Mr. Kanchi told me that students came from many different universities to attend this conference,—having to miss very important classes to do so. He added, "Don't hesitate to give them difficult assignments; don't underestimate their eagerness to learn much from leaders of note who come to our country."

Meiji is a large university and one of the oldest in Tokyo. The crowds of students everywhere in their black and navy blue uniforms with the brass buttons are most impressive.

After the last debate Mrs. Nichols and I were invited to the President's as chairman for both debates, ac-office. Mr. Itabashi, who had acted companied us and we soon found ourselves being entertained at an informal tea by the President with whom we felt at home in spite of some difficulty in understanding each others' languag. Mr. Itabashi assisted most graciously. It has been a rare privilege to meet several of the presidents of the Japanese Universities and sit for even a few minutes in the presence of these wonderfully well educated and cultured leaders of education in Japan. The warmth with which they have welcomed us has greatly touched our hearts.

It was our pleasure after leaving Meiji University campus, to be escorted by Mr. Itabashi, by taxi, to another part of Tokyo where we were to meet Mr. Kanchi at the International Education and Culture Association Building. It was most interesting to see the activities being carried on here in a rather close, crowded quarters until the new building becomes a reality. Just four times during our hour and a half here we were served tea! A quaint little Japanese man, rather elderly, seemed to attend to the tea serving as his particular job, and no one was neglected. Even students at their typewriters and at the filing cases reached over for their cups of tea. I used to think, during our year in England, that the traditional four to four-thirty tea in the afternoon was a wonderful reviver of spirit during the cold, raw days but here in Japan it is "tea" any hour of the day, "tea immediately upon the appearance of guests". It is just as much a part of the gracious hospitality of the Japanese as is the "bowing".

DISTRICT ORATORICAL CONTEST AT TOHOKU UNIVERSITY

One of the two English newspapers in Tokyo, the Mainichi, conducts a National Intercollegiate Oratorical Contest in English for the General MacArthur Trophy. This is Japan's most popular English speaking contest, now in its seventh year. District contests are held and later a national contest of the district winners. The national contest was held this year at Osaka.

It was my pleasure to judge the district contest June 13th, 1953, which was held at Tohoku University, where I am lecturing, in Sendai. Fourteen contestants took part and a representative from the Mainichi in Tokyo came to Sendai to help conduct and to help judge the contest. He deplored their inability to hold down the number of con-

testants, and realized that something would have to be done ultimately to provide more preliminary contests.

Here at Sendai the winner was a representative of Akita College. He spoke on "PEACE—WHERE?" Each student prepared a speech of about five minutes and was graded one-third on language and composition, and two-thirds on delivery and presentation.

Two representatives from the Mainichi called at our residence here in Sendai the evening before the contest to meet us. They presented their cards and kindly suggested they send their car for us a half hour before the contest. We accepted and upon reaching the university the next afternoon we were ushered into a small room. We were pleased to meet the other judges and get acquainted over small cups of tea.

I was agreeably surprised when we entered the large auditorium of Tohoku University to see it almost filled with a student audience. In addition to the introduction of each speaker by the chairman, a large paper scroll hung directly back of the speakers stand, with the names of every contestant and the title of oration in English.

You will be interested in the subjects of these Japanese students. Five orations were on PEACE; three were on DEMOCRACY; two took the subject of the STUDENT MOVEMENT IN JAPAN; others were as follows: "What Kind of a Man Does Japan Need Today?"; "The Sense of Balance"; "Conscience of Scientists" (the plea for Scientists never to allow another 'Hiroshima' to happen any place in the world); "A Woman's Complaint." The last mentioned was one of the strongest orations in the group and one of the most effective in delivery, by Miss Hiroko Iwata of Tohoku University.

EASTERN FORENSIC ASSOCIATION
Temple University
April 30 - May 2, 1953
Gordon F. Hostettler, Chairman

TEAM RESULTS

A score of "5" is high.

St. Peter's	6-6	4.17
Dartmouth	10-2	3.92
Penn State (Women)	9-3	3.83
Howard	7-5	3.75
West Virginia	9-3	3.67
Boston	7-5	3.67

Indiidual Awards of "Excellent"
Discussion

Florence Fedderman, Barnard College
Morton Aronson, Boston University
Paul Howe, Dartmouth College
Michael Zarin, Dartmouth College
James Hill, Lehigh University
Paul Fitzmorris, zU. S. Merchant Marine Academy
Susan Holtzinger, Pennsylvania State College—Women
Guyla Woodward, Pennsylvania State College—Women
Wayne Lustig, University of Pennsylvania
Patrick Lyons, St. Peter's College
Hace Tishler, Temple University—Men
Charles Wright, Temple University, Men

Extempore Speaking

Susan Holtzinger, Pennsylvania State College—Women
Bob Quackenboss, Rutgers University
Harvey Kelman, University of Pittsburgh
Terry Welden, West Virginia University

Public Speaking

John Decker, Boston University
John Stokes, Howard University
Kenneth White, Pennsylvania State College—Men
Mimi Unger, Pennsylvania State College—Women
Robert Wysong, Rutgers University
Irwin Halpern, Temple University—Men
Richard Stuart, West Virginia University

SIXTH ANNUAL BROOKLYN COLLEGE INVITATIONAL DEBATE TOURNAMENT
March 13-14, 1953
Joanna Alogdelis, Director

Sixty-six teams from fifty-nine colleges and universities met to debate FEPC. The winners were as follows:

1st—Notre Dame, South Bend, Ind.
2nd—U. S. Naval Academy, Annapolis, Md.
3rd—Dartmouth

IN DECEMBER:

What About Tournament Procedure?

BUCKEYE DEBATE TOURNAMENT
Kent State University, Kent, Ohio
February 14, 1953
James M. Holm, Director

Of the thirty-six schools gathered to debate FEPC at Kent State, the following achieved a five-way tie for first place:

Case Institute of Technology.
Heidelberg College.
Kent State University (two teams).
Muskingum College.

2nd place:

Mount Mercy College.

The following schools tied for third place:

Bowling Green State University.
Case Institute of Technology.
Marietta College.
Muskingum College.
University of Pittsburgh.

UNIVERSITY OF ILLINOIS NOVICE DEBATE TOURNAMENT
Urbana, Illinois
April 11, 1953

The results of the University of Illinois Novice Debate Tournament held at Urbana on April 11, were as follows:

1st place: Northwestern University (8-0).

2nd place: University of Illinois at Chicago (7-1).

Eleven colleges and universities participated.

NATIONAL FORENSIC LEAGUE RESULTS
DRAMATIC

Results: Round by Round

Round 1

1 Gary Schultz
2 Jan Gardner
3 Rosalind Allen
4 Jane Antoun
5 Harriet Mayfield
6 Ann Hurd
1 Sarah Cuttino
2 Diane Stoakes
3 Louise Owens
4 James Dundon
5 Barbara Thompson
1 George Matter
2 David Galloway
3 Susan Wakefield
4 Warren Zweiback
1 Genell Overmyer
2 Carle Johnson
3 Patsy Ann Clark
4 Judy Hubbard
5 Jo Ann LaCasse

Round 2

1 Gary Schultz
2 Nancy Thrush
3 Louise Owens
4 David Galloway

5 Carle Johnson
6 Larry Martin
1 Jan Gardner
2 Genell Overmyer
4 Rosalind Allen
4 Patsy Ann Clark
4 Geo rge Matter

RADIO

Results: Round by Round

Round 1

1 Jeannine Pettit
2 Helen Cole
3 John Brooks
4 Jim Grier
5 Roger De Mordaunt
6 Ellodean Phillips
7 Mauritz Kallerud
8 Kermit Greeneiser
1 Sidney Wolinski
2 Charles Williams
3 Carl Stem
4 Graham Campbell
5 Ginger Worthington
6 Ronald Snow
7 Alice Schindler
8 Mike Williamson
1 Douglas Hagan
2 Bruce Bringgold
3 Karlyn Kohrs
4 DeWayne Ganow
5 Jerry Borden
6 Robert Becker
7 Patricia Thompson
8 William McWhorter
1 Aida Aronoff
2 Arthur Hastings
3 Glyndon Shaver
4 Dick Felman
5 Don Clifford
6 Jerry Perry
7 Diana Bankston
8 Carol Gonring
9 Bill Zabel
1 Jim Bernhard
2 Charles McManigal
3 Suzanne Goldberg
5 Henry Christiansen
5 Mildred Nighswander
6 Rebecca Farmer
6 William Malone
8 Carl Lilliequist
1 Richard Clark
2 Mary Johnson
3 Alan Grinnell
4 Kenneth Siekman
5 Edwin Kirkpatrick
6 Donald Maus
7 Pat McCann
8 Joe Cook
1 Philip Rotterbush
2 Edward Nolan
3 Leroy Thomas Howe
3 Carolyn Pruette
5 Jerry Tankel
6 Paul Stark
7 Bruce Davis
8 Larry McGehee
9 Warren Sanders

Round 2

1 Jim Bernhard
2 Sidney Wolinski
3 Richard Clark
5 Arthur Hastings
5 Stan Burnett
6 Car olyn Pruette
7 DeWayne Ganow
7 Jim Grier
1 Douglas Hogan
2 Leroy Howe
3 Suzanne Goldberg
4 Aida Aronoff
5 Carl Stem
6 Tom Jennett
7 Helen Cole
8 Kenneth Siekman
1 Charles McManigal
2 Philip Ritterbush
3 Norman Sigel
4 Glyndon Shaver
5 Charles Williams
6 Alan Grinnell
7 Jack Sheehy
8 Karlyn Kohrs
1 Mary Johnson
2 Graham Campbell
3 Dick Felman
4 Edward Nolan
5 Jeannine Pettit
6 John Coleman
6 Jerry Rutan
8 Rose Pribil
9 Bruce Bringgold

Round 3

1 Jim Bernhard
2 Douglas Hogan
3 Aida Aronoff
4 Glyndon Shaver
5 Richard Clark
6 Charles McManigal
7 Dick Felman
7 Leroy Howe
1 Mary Johnson
2 Philip Ritterbush
3 Graham Campbell
4 Edward Nolan
5 Norman Sigel
6 Suzanne Goldberg

ORATORY

Results: Round by Round

Round 1

1 Arthur Bartow
2 Jack Sheehy
3 Johnie Bozman
4 Nancy Thrush
5 Marjory Malo
6 Charles McManigal
1 Jerry Borden
2 Carl Oglesby
3 Joy ce Koumjian
4 Charles Huber
5 Barbara Thompson
6 Helen Cole
1 Gary Schultz
2 Marvin Martin
3 Beverly Mickley
4 Jim Ault
5 Rebecca Farmer
6 Ellodean Phillips
7 Philip Ritterbush
1 Margaret Farley
3 Carle Johnson
5 Larry McGehee
3 Gwennie Mumma
3 Kay Stalcup
5 Larry Martin
6 Naomi Levine
7 Harriet Mayfield
1 John Arrowood
2 Sallie Longstreth
3 Warren Zweiback
4 Jeannine Pettit

Round 2

1 Nancy Thrush
2 Sallie Longstreth
3 Margaret Farley
4 Larry Martin
5 Joyce Koumjian
6 Rebecca Farmer
1 Marvin Martin
2 Jerry Borden
3 Charles Huber
4 Kay Stalcup
5 Barbara Thompson
5 Warren Zweiback
1 Carl Oglesby
2 Johnie Bozman
3 Philip Ritterbush
4 Gary Schultz
5 Jeannine Pettit
6 Helen Cole
1 Gwennie Mumma
2 Jack Sheehy
3 Charles McManigal
4 John Arrowood
5 Naomi Levine
6 Larry McGehee
7 Jim Ault
1 Arthur Bartow
2 Carle Johnson
3 Marjory Malo
4 Beverly Mickley
5 Ellodean Phillips
6 Harriet Mayfield

Supplementary Round

1 Maxine Karpman
2 Aida Aronoff
3 Parviz Morewedge
4 Kay Hine
5 David Bryden
6 Roger De Mordaunt
7 David Galloway
8 Mauritz Kallerud
1 Barbara Benz
2 Tom Jennett
3 John Charlesworth
4 Douglas Hogan
5 Carl Miller
6 Rose Pribil
7 Diane Stoakes
1 Margaret McCormack
2 Patricia Thompson
3 Martin Cowan
4 Mary Johnson
5 Sarah Cuttino
6 John Brooks
7 Dale Baxter
1 Joyce Parr
2 Jerry Rutan
3 Diana Bankston
4 Richard Masington
5 Paul Kleppner
6 Rosalind Allen
1 Buddy Mills
2 Arthur Hastings
3 Richard Clark
4 Carolyn Pruette
5 Warren Sanders
1 Peter Schmidt
2 Norman Sigel
3 Judy Hubbard
4 Blake Western
5 Tom Kosco
6 Rex Martin
1 Milton Copeland
2 John Coleman
3 Dian Shipp
4 Jane Antoun
5 Donald Maus
6 Edna Nagy

Round 3

1 Margaret McCormack
2 Gwennie Mumma
3 Judy Hubbard
4 Jerry Rutan
5 Philip Ritterbush
6 Beverly Mickley
7 John Charlesworth
1 Barbara Benz
2 John Arrowood
3 Sallie Longstreth
4 Dian Shipp
5 Jack Sheehy
6 Peter Schmidt
7 Joyce Koumjian
1 Carl Oglesby
2 Marvin Martin
3 Kay Stalcup
4 Tom Jennett
5 Jerry Borden
6 Milton Copeland
7 Arthur Hastings
1 Charles Huber
2 Charles McManigal
3 Margaret Farley
4 John Coleman
5 Joyce Parr
6 Martin Cowan
7 Diana Bankston
1 Arthur Bartow
2 Buddy Mills
3 Nancy Thrush
4 Patricia Thompson
5 Parviz Morewedge
6 Gary Schultz
1 Johnie Bozman
2 Norman Sigel
3 Aida Aronoff
4 Marjory Malo
5 Kay Hine
5 Maxine Karpman
7 Carle Johnson

Round 4

1 Carl Oglesby
2 Buddy Mills
3 Charles Huber
4 Barbara Benz
5 Arthur Bartow
6 Margaret Farley
7 Judy Hubbard
1 Norman Sigel
2 Kay Stalcup
3J ohnie Bozman
4 John Arrowood
5 Aida Aronoff
6 Nancy Thrush
7 Sallie Longstreth
1 Margaret McCormack
2 Gwennie Mumma
3 Jack Sheehy
4 Charles McManigal
5 Jerry Borden
6 Carle Johnson
7 Marvin Martin

Round 5

1 Arthur Bartow
2 Buddy Mills
3 Marvin Martin

4 Gwennie Mumma
5 Jack Sheehy
6 Johnie Bozman
1 Carl Oglesby
2 Kay Stalcup
3 Charles Huber
4 Margaret McCormack
5 Sallie Longstreth
6 Norman Sigel
7 Margaret Farley

Round 6

1 Carl Oglesby
2 Marvin Martin
3 Gwennie Mumma
4 Arthur Bartow
1 Buddy Mills
2 Charles Huber
3 Kay Stalcup
4 Johnie Bozman

GIRLS' EXTEMPORE

Results: Round by Round

Round 1

1 Maxine Karpman
2 Diane Shaver
3 Rose Pribil
4 Joan Sevick
5 Mildred Nightwander
6 Diane Stoakes
1 Sue Routsong
2 Kay Quinn
3 Suzanne Goldberg
4 Carol Smith
5 Mary Johnson
6 Patricia McCann
7 Jane Antoun
1 Dian Shipp
2 Carol Gonring
3 Kay Hine
4 Margaret Robinson
5 Kay Stalcup
6 Ruth Crockarell
7 Margaret Ann Hall
1 Patsy Heard
2 Sue Isch
3 Marjory Malo
4 Patricia Thompson
5 Sarah Cuttino
6 Alice Schindler
7 Karen Greenwood
1 Loy Ferguson
2 Pat Dickey
3 Barbara Benz
4 Rosalind Allen
5 Mary Kay Giese
6 Judy Hubbard

Round 2

1 Sue Routsong
2 Margaret Robinson
3 Kay Hine
4 Patricia Thompson
5 Joan Sevick
6 Barbara Benz
7 Patricia McCann
1 Rose Pribil
2 Sue Isch
3 Rosalind Allen
4 Mary Johnson
5 Dian Shipp
6 Margaret Ann Hall
7 Jane Antoun
1 Loy Ferguson
2 Carol Smith
3 Kay Stalcup
4 Maxine Karpman
5 Mildred Nightwander
6 Marjory Malo
7 Alice Schindler
1 Pat Dickey
2 Suzanne Goldberg
3 Margaret McCormack
4 Judy Hubbard
5 Carol Gonring
6 Diane Stoakes
7 Karen Greenwood
1 Diane Shaver
2 Ruth Crockarell
3 Kay Quinn
4 Patsy Heard
5 Sarah Cuttino
6 Mary Kay Giese

Supplementary Round

1 Beth Green
2 Gennell Overmyer
3 Margaret Farley
4 Margaret McCormack
5 Jo Anna La Casse
6 Drenna Sprandel
7 Heidi Wallenfels
1 Naomi Levine
2 Lonna Whittington
3 Christine Cochran
4 Ann Hurd
5 Jan Gardner
6 Beverly Mickley
7 Louise Owens
8 Nancy Marvin
1 Patsy Ann Clark
2 Jeannine Pettit
3 Karlyn Kohrs
4 Audrey Santen
5 Ginger Worthington
6 Nancy Thrush

Round 3

1 Barbara Benz
2 Carol Smith
3 Patsy Ann Clark
4 Loy Ferguson
5 Karlyn Kohrs
6 Naomi Levine
7 Ruth Crockarell
8 Sue Isch
1 Gennell Overmyer
2 Carol Gonring
3 Jeannine Pettit
4 Kay Quinn
5 Rosalind Allen
6 Kay Stalcup
7 Sue Routsong
8 Ann Hurd
1 Diane Shaver
2 Margaret Robinson
3 Kay Hine
4 Lonna Whittington
5 Marjory Malo
6 Beth Green
7 Patsy Heard
1 Maxine Karpman
2 Pat Kickey
3 Christine Cochran
4 Dian Shipp
5 Suzanne Goldberg
6 Margaret McCormack
7 Margaret Farley
8 Rose Pribil

Round 4

1 Rose Pribil
2 Sue Routsong
3 Kay Hine
4 Peannine Pettit
5 Patsy Ann Clark
6 Gennell Overmyer
7 Carol Smith
1 Dian Shipp
2 Barbara Benz
3 Diane Shaver
4 Pat Dickey
5 Suzanne Goldberg
6 Carol Gonring
1 Loy Ferguson
2 Maxine Karpman
3 Christine Cochran
4 Sue Isch
5 Kay Quinn
6 Margaret Robinson

Round 5

1 Pat Dickey
2 Diane Shaver
3 Rose Pribil
4 Christine Cochran
5 Dian Shipp
1 Loy Ferguson
2 Maxine Karpman
3 Kay Hine
4 Barbara Benz
5 Sue Routsing
6 Kay Quinn

BOYS' EXTEMPORE

Results: Round by Round

Round 1

1 Vic Jackson
2 Ronald Werner
3 Warren Sanders
4 Leonard Orland
5 Jerry Rutan
6 Billy Snyder
7 William McWhorter
8 Richard Clark
1 Milton Copeland
2 Carl Miller
3 John Coleman
4 Robert Becker
5 John McEvoy
6 Edward Nolan
7 George Matter
8 Jerry Tankel
1 Paul Kleppner
2 Buddy Mills
3 James Dilley
4 Don Clifford
5 Ronald Snow
6 Roger DeMordaunt
7 Donald Maus
1 Vernon Porter
2 Martin Cowan
3 Carl Oglesby
4 Jim Ward
5 Michael Hughes
6 Carl Lilliequist
7 Douglas Hogan
1 Robert Graham
2 John Charlesworth
3 Roger Berger
4 Roy Hofheinz
5 Jack Sheehy
6 Blake Western
7 Edwin Kirkpatrick

Round 2

1 Vic Jackson
2 Edward Nolan
3 James Dilley
4 Martin Cowan
5 Edwin Kirkpatrick
6 John Coleman
7 Jerry Rutan
1 Milton Copeland
2 Jack Sheehy
3 Douglas Hogan
4 John Charlesworth
5 Leonard Orland
7 Roger De Mordaunt
7 John McEvoy
7 Billy Snyder
1 Carl Miller
2 Carl Lilliequist
3 William McWhorter
4 Paul Kleppner
6 Roger Berger
6 George Matter
6 Don Clifford
1 Jim Ward
2 Roy Hofheinz
3 Warren Sanders
4 Buddy Mills
5 Richard Clark
6 Robert Becker
7 Ronald Snow
8 Vernon Porter
1 Ronald Werner
2 Robert Graham
3 Blake Western
4 Carl Oglesby
5 Donald Maus
6 Jerry Tankel
7 Michael Hughes

Supplementary Round

1 Jerry Perry
2 Charles Huber
3 Stan Burnett
4 Arthur Bartow
5 Bruce Bringgold
6 Philip Ritterbush
7 Jim Grier
1 Paul Start
2 Bruce Davie
3 Jack Zufelt
4 Bill Zabel
5 Bill Malone
6 Mike Leahy
7 Carle Johnson
8 Mike Willemsen
1 William McKeough
2 Dan Carney
3 John Arrowood
4 Joe Cook
5 Jerry Spejack
6 Kenneth Siekman
7 Joe Segur
1 Dick Felman
2 Mike Birkle
3 Lloyd Jensen
4 Fred Mecklenberg
5 Harry Christiansen
6 Gary Schultz
1 Leroy Howe
2 George Curtis
3 Johnie Bozman
4 James Dundon
5 Allan Grinnell
6 Gregory Harvey
7 DeWayne Ganow

Round 3

1 John Charlesworth
2 Stan Burnett
3 Roy Hofheinz
4 Philip Ritterbush

5 William McWhorter
6 Bill Zabel
7 Douglas Hogan
1 Jerry Perry
2 Charles Huber
3 Buddy Mills
4 Leonard Orland
5 Roger Berger
6 Mike Birkle
7 Ronald Werner
1 William McKeough
2 Robert Graham
3 Paul Start
4 Bruce Davie
5 Carl Lilliequist
5 Robert Becker
7 Johnie Bozman
1 Vernon Porter
2 John Coleman
3 Carl Miller
4 George Curtis
5 Edward Nolan
6 Dan Carney
7 Martin Cowan
1 Vic Jackson
2 Dick Felman
3 Jim Ward
4 James Dilley
5 Carl Oglesby
6 Jack Sheehy
7 Leroy Howe
1 Blake Western
2 Milton Copeland
3 Paul Kleppner
4 John Arrowood
5 Warren Sanders
6 Lloyd Jensen
7 Jack Zufelt

Round 4

1 Charles Huber
2 Stan Burnett
3 Robert Graham
4 Roy Hofheinz
5 Carl Miller
6 Vernon Porter
7 Warren Sanders
8 Blake Western
1 Vic Jackson
2 Paul Kleppner
3 Ronald Werner
4 Dick Felman
5 John Charlesworth
6 Bruce Davie
7 John Coleman
1 William McKeough
2 Jim Ward
3 Milton Copeland
4 Jerry Perry
5 Paul Start
6 James Dilley
7 Buddy Mills

Round 5

1 Vic Jackson
2 William McKeough
3 Charles Huber
4 Roy Hofheinz
5 Ronald Werner
6 Stan Burnett
7 Buddy Mills
1 John Charlesworth
2 Jim Ward
3 Paul Kleppner
4 Milton Copeland
5 Carl Miller
6 Robert Graham

DEBATE

Results: Round by Round

Round 1

Won	Lost	
Newton, Iowa	Burlington, Vt.	3-0
Fordham Prep, N.Y.	Brookings, S.D.	2-1
Sioux Falls, S.D.	St. Basil HS, Penn	3-0
Louisville, Ohio	Willmar, Minn.	3-0
Barberton, Ohio	Ottumwa, Iowa	2-1
S. St. Paul, Minn.	Morristown, N.J.	2-1
Brownsville, Pa.	Omaha-Central, Neb.	2-1
Columbia City, Ind.	Casper, Wyo.	2-1
Neosho, Missouri	Merrill, Wisconsin	3-0
Hastings, Nebraska	Marysville, Ohio	3-0
Sheboygan-Central, Wisconsin	Muskogee, Oklahoma	2-1
Independence, Mo.	New Trier, Ill.	2-1
Wewoka, Ok.	Terre Haute-Wiley, Ind	3-0
Pueblo-Centennial, Colorado	Middletown, Ohio	3-0
Miami Beach, Florida	Los Angeles HS, Calif.	2-1
Logan, Utah	Greenville, N. C.	3-0
Salem, Ore.	Memphis-Messick, Tenn.	2-1
Blackfoot, Idaho	Houston-Lamar, Tex.	2-1
Coral Gables, Fla.	Prosser, Wash.	2-1
Nashville-Central, Tenn.	Bellevue, Washington	2-1
Bellarmine Prep., Calif.	Paris, Ky.	3-0

Round 2

Won	Lost	
Fordham	Nashville	3-0
Burlington	Greenville	3-0
St. Basil	Houston	2-1
Barberton	Miami Beach	2-1
Memphis	Louisville	2-1
Morristown	Coral Gables	2-1
Brownsville	Paris	2-1
Columbia City	Logan	2-1
Blackfoot	Merrill	3-0
Marysville	Bellevue	3-0
Sheboygan	Salem	2-1
Bellarmine	Terre Haute	3-0
Middletown	Los Angeles	3-0
New Trier	Prosser	2-1
Brookings	Casper	3-0
Hastings	Newton	3-0
Omaha	Neosho	2-1
South St. Paul	Independence	2-1
Wewoka	Willmar	2-1
Pueblo	Sioux Falls	2-1

Round 3

Won	Lost	
Hastings	Barberton	3-0
St. Basil	Independence	3-0
Brownsville	Casper	2-1
Muskogee	Louisville	2-1
Fordham	Neosho	3-0
Morristown	Wewoka	3-0
Pueblo	Burlington	3-0
Nashville	Sheboygan	2-1
Columbia City	Greenville	2-1
Houston	Middletown	2-1
Memphis	Marysville	3-0
Coral Gables	New Trier	2-1
Miami Beach	Terre Haute	3-0
Merrill	Paris	3-0
Newton	Bellarmine	2-1
Ottumwa	Salem	3-0
Willmar	Logan	2-1
Prosser	Omaha	2-1
Sioux Falls	Bellevue	3-0
South St. Paul	Los Angeles	2-1
Brookings	Blackfoot	2-1

Round 4

Won	Lost	
Blackfoot	Barberton	3-0
Logan	St. Basil	2-1
Bellevue	Brownsville	2-1
Los Angeles	Fordham	2-1
Morristown	Salem	2-1
Bellarmine	Burlington	3-0
Louisville	Prosser	2-1
Ottumwa	Middletown	2-1
Sheboygan	Newton	3-0
Willmar	New Trier	2-1
Omaha	Columbia City	3-0
Sioux Falls	Merrill	3-0
Terre Haute	South St. Paul	3-0
Brookings	Marysville	3-0
Muskogee	Nashville	2-1
Neosho	Greenville	3-0
Houston	Casper	3-0
Memphis	Hastings	2-1
Coral Gables	Independence	2-1
Miami Beach	Wewoka	3-0
Pueblo	Paris	3-0

Round 5

Won	Lost	
Bellarmine	Brookings	2-1
Blackfoot	Muskogee	2-1
Miami Beach	Sioux Falls	3-0
Pueblo	Morristown	2-1
Fordham	Coral Gables	3-0
Sheboygan	Memphis	3-0
Louisville	Hastings	2-1

Round 6

Won	Lost	
Edmond	Bellarmine	2-1
Fordham	Blackfoot	2-1
Pueblo	Louisville	3-0
Sheboygan	Miami Beach	3-0

Round 7

Won	Lost	
Pueblo	Sheboygan	2-1
Edmond	Fordham	2-1

7. DEBATE SUPPLEMENTARY BRACKET

The winner of the supplementary de bate bracket was moved up into the Mai debate bracket in the fifth round, whic was Edmond, Oklahoma.

Round 1

Won	Lost	
Kenosha, Wis.	Houston-Lamar, Tex.	2-
Hastings, Nebr.	Trenton, N. J.	3-
Edmond, Okla.	Miami-Senior, Fla.	2-
Houston-Lamar, Texas	Sioux Falls, S. D.	3-
South St. Paul, Minn.	Laconia, N. H.	2-
Hammond, Ind.	Denver-West, Colo.	3-
Dallas-Adamson, Texas		By
Blackfoot, Idaho and Tarpon Springs, Florida		By

Round 2

Kenosha	Blackfoot & Tarpon Springs	3-
Hastings	Dallas-Adamson	3-
Edmond	Hammond	3-
Houston	South St. Paul	2-

Round 3

Edmond	Kenosha	3-
Hastings	Houston	2-

Round 4

Edmond	Hastings	2-

Invocation

NATIONAL FORENSIC LEAGUE BANQUET

1953

The invocation was beautifully offered by RICHARD MASSINGTON *of Miami Beach, Florida, Senior High School. It was written by* FRIEDA LESLIE *of the same high school.*

Our God and Father . . . Powerful Creator of Nature, Architect of the universe, it is good to give thanks to You . . . to exalt You, to praise Your Name, and to acknowledge Your blessings.

In the hurried pace of our daily living, and in our preoccupation with worldly affairs, we are prone to take Your multitude of gifts for granted.

Let us, on this most auspicious occasion . . . the Annual National Forensic League Banquet . . . pause . . . and reflect . . . on one of the greatest benefits God has bestowed upon man, by giving to him, the power of speech, whereby through the pattern of words, man . . . can express that which is in his mind and in his soul.

The wise have said, "Man is heart and tongue" . . . . and that the tongue is the heart's pen, and the mind's messenger. Only through the spoken word can man best show his worthiness and distinguish himself from other living things.

Words . . . are servitors, words are epithets through which one can express the whole range of man's emotion and experience.

We who are here assembled and who aspire to excel in this gift of God . . . fully realize that speech . . . is the "Kingly prerogative of man", and that "Life and death lie in the power of the tongue".

Oratory is an art, that does not come by nature alone . . . to speak effectively and with facility, requires toil . . . resolution . . . and energy.

This is the one faculty most essential in all fields of human endeavor!

This is the one faculty with which men can . . . persuade . . .convert . . . and compel!

This is the one faculty by which covenants are made between human beings!

This is the one faculty by which man seeks forgiveness from his Maker for his iniquities!

The spoken word . . . animates, agitates and galvinates . . . man . . . into chaos or into control.

It is the faculty through which man can best employ his efforts to serve his fellow men.

Freedom . . . and liberty are never permanently secure.

In each age . . . praise Him in the firmament of His power, for His gift.

May we always be mindful to cherish this gift, and to cultivate its arts . . . to the highest degree . . . in order to be better able to extend our efforts to all peoples that strive for freedom . . . justice . . . and good will amongst men.

We thank You . . . Giver of all good . . . for Your bounty . . . Amen.

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